

For community (charter) schools, Ohio Revised Code Section 3314.03(A)(11)(a) (see Appendix F) requires all community school contracts to include a provision stating that the school will provide learning opportunities to a minimum of 25 students. This is well over the 10 students needed to receive letter grades on the report card. Community school sponsors are responsible for ensuring that all schools meet the minimum enrollment required to operate and if a school does not have at least 25 students enrolled, they must close the school. The Department performs an annual evaluation of all community school sponsors and their evaluation is based on the extent to which they are complying with the laws and regulations of the state, quality standards, and the academic performance of the schools they sponsor. Each section of this evaluation is equally weighted. For this reason, sponsors take the law seriously and perform regular reviews of the data.

- iv. **Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and**

Ohio has accountability rules to ensure that students who attend specialized schools are included in the state's accountability system and are treated the same as any other public school student. For example, for accountability purposes, Ohio does not differentiate between public schools that serve special populations of students and those that serve traditional children. Some districts do place newly arrived EL students in a special building to make it easier to provide comprehensive EL services, but those schools are treated just like any other building owned by the district when it comes to issuing a report card. These schools are treated just like any other public school and receive a report card with the same measures, components and summative grade as any other school.

Some community schools have charters to serve students with significant disabilities, for example a school whose charter indicates it will serve children with the most severe forms of autism. These schools are treated just like any other public school and receive a report card with the same measures, components and summative grade as any other school.

In some cases, Ohio ensures accountability for all students by requiring the resident district to maintain accountability for the student in situations where he or she is attending school elsewhere. For example, many districts participate in cooperative programs where they partner with their local Department of Developmental Disabilities office to provide comprehensive services to their students with the most significant cognitive disabilities. In those cases, each sending district is responsible for the achievement and progress of its students and they are included in their resident district's report card calculations. At the state level, Ohio's State School for the Blind and School for the Deaf report the same student-level data that all other public districts report. Ohio's Department of Youth Services operates schools for Ohio's incarcerated youth and they too report data about the students they serve.

There is one place where accountability is different. Community schools that serve a majority of their students through dropout prevention and recovery programs receive Ohio's Dropout Prevention and Recovery (DOPR) Report Cards as part of Ohio's accountability system. These report cards, approved as part of Ohio's ESEA Flexibility Waiver application, include four graded components: Graduation, Achievement, Gap Closing, and Progress. Additionally, Student Post-Secondary Outcomes is a reported category on the report card.

On the DOPR Report Card, Graduation separately measures the percentage of students who graduate within four, five, six, seven or eight years of entering the 9th grade in five measure ratings. The numerators and denominators from each of the five rates are combined to create the graduation component rating.

The Academic Achievement component measures the percentage of students who pass all five Ohio graduation tests by the time they reach the 12th grade or by the time they are within three months of turning age 22.

The Gap Closing component measures how well a school is narrowing gaps in reading, math and graduation rate among students identified in up to 10 federally identified student groups. This component uses the same calculation used for traditional schools and district, but the scale for each rating is different. English Learners' progress toward achieving English language proficiency will be included in the Gap Closing component.

The Academic Progress component measures the average annual gain made by the students in reading and math using the NWEA Measures of Academic Progress (MAP) assessment.

The Student Post-Secondary Outcomes component is a report-only measure that provides additional outcome data relevant to the college and career readiness of students enrolled in dropout recovery schools.

Rather than A – F letter grades, Dropout Prevention and Recovery schools have meaningful differentiation by receiving one of the following ratings for report card measures: Exceeds Standards, Meets Standards, or Does Not Meet Standards. Each component is assigned points based upon the extent to which the standards and benchmarks are met or not met. A final overall rating is assigned based on the percentage of points earned. The Graduation Component rating and the Overall Rating will be used to identify schools for comprehensive support.

- v. **Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).**

Ohio's accountability system includes multiple measures that are calculated using one year of academic data. Newly opened schools with a single year of data will still receive a report card that includes applicable academic measures -- the Academic Achievement indicator (Performance Index and Indicators Met) and Chronic Absenteeism.

4.2 Identification of Schools.

Stakeholders urged use of accountability measures on Ohio's School Report Card (such as the value-added measure) as gauges for continuous improvement—not as punitive labels. Today, Ohio identifies Priority, Focus and Watch schools. Ohio also celebrates success by awarding several categories of rewards.

- Priority: the lowest-performing 5%, required by ESEA
- Focus: struggle with large achievement gaps in student performance and graduation rates, required by ESEA
- Watch: struggle with student subgroups and demonstrate low achievement

The state also establishes an Academic Distress Commission and deploys State Support Teams to support school districts that have a three-year history of low performance on Ohio's School Report Card.

Going forward, and leveraging ESSA, Ohio will ensure that the criteria for identifying Priority, Focus and Watch schools fully aligns with Ohio's School Report Card measures.

The Department will ensure identification criteria aligns to Report Card measures and state requirements for identifying struggling districts and schools (e.g. Academic Distress Commissions, and state Watch districts and schools with subgroup gaps). Entrance and exit criteria will be understandable and clearly linked to improvement planning requirements.

A. Comprehensive Support and Improvement Schools. Describe:

- i. **The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.**

Ohio will base criteria for identifying Priority schools (Comprehensive Support) on the Report Card Overall Grade methodology (See Section 4.1 above). Schools will be identified every three years. The identification of Priority schools is based on the following:

- 5% lowest performing schools based on the Overall, summative Report Card grade
- or
- Schools with a four-year cohort graduation rate of less than 67%; or
- Beginning with the update that will take place after the 2020-2021 school year, schools that previously were identified for targeted support because one or more student subgroups was performing at a level similar to the lowest 5% of schools (based on individual subgroup performance) and the subgroup did not show improvement by the end of the third year after being identified for targeted support.

During our transition into ESSA (from ESEA), Ohio will maintain its current Priority school list through the 2017-2018 school year and generate a new Priority list based on ESSA accountability measures at the end of the 2017-2018 school year. We will update that list every three years (at the end of the 2020-2021 school year.) Schools meeting exit criteria will be removed from lists annually. Beginning with the update that will take place at the end of the 2020-2021 school year, Ohio will identify schools for comprehensive support if they originally were identified for targeted support because one or more student subgroups was performing at a level similar to the lowest 5% of schools and the subgroup's performance did not improve in the three years allotted.

- ii. **The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).**

The exit criteria for the Priority schools (Comprehensive Support) will be based on the revised Report Card measures including the revised Gap Closing measure which includes achievement, progress and graduation rate data of all required subgroups. The maximum time frame for the improvement requirements is four years. The exit criteria include:

- School performance is higher than the lowest 5% of schools as determined by the overall report card grade for two consecutive years;

- School earns a four-year graduation rate of better than 67% for two consecutive school years, and;
- No student subgroups are performing at a level similar to the lowest 5% of schools (based on individual subgroup performance).

B. Targeted Support and Improvement Schools. Describe:

- The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).**

The state will analyze the average subgroup performance of the schools identified as Priority (comprehensive) schools. Other schools with subgroups that fall below that standard for two or more years will be identified as Focus Schools at the end of the 2017-18 school year.

- The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.**

During our transition to ESSA, Ohio will maintain its current Focus school list through the 2017-2018 school year and generate a new Focus list based on ESSA accountability measures at the end of the 2017-2018 school year. We will update that list every three years (at the end of the 2020-2021 school year). Schools meeting exit criteria will be removed from lists annually. For the list created at the end of the 2017-2018 school year, a school will be identified for targeted support if it has one or more student subgroups performing at a level similar to the lowest 5% of schools (based on individual subgroup performance). If a school continues to have one or more student subgroups performing at a level similar to the lowest 5% of schools at the time the list is updated after the 2020-2021 school year, it will have its level of support escalated and will be identified for comprehensive support as is explained above.

The Department will base criteria for identifying the Focus schools (Targeted Support) on the revised Report Card measures, which will be reviewed annually:

- Schools that earn a grade of a D or F for the Gap Closing report card component two consecutive years;
- Schools that have one or more student subgroups that fail to meet specific locally determined improvement goals for three consecutive years; and
- Schools that do not meet multiple student subgroup performance benchmarks.
- Schools identified for the first time as having one or more student subgroups performing at a level similar to the lowest 5% of schools (based on individual subgroup performance).

- The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).**

The exit criteria for the Focus schools (Targeted Support) will be based on the revised Report Card measures, including the revised Gap Closing measure which includes achievement, progress and graduation rate data of all required subgroups. The exit criteria includes:

- School or district earns an overall grade of C or better as determined by report card grade, and earns a C or better for Gap Closing, and
- meets subgroup performance goals per state requirements.

Watch Schools: Those schools that struggle to meet the needs of one or more student subgroups as outlined in state law

All schools and districts not identified for support are encouraged to identify and address areas for improvement and access some of the universal supports available through the school improvement system.

Rewards and Recognition: Ohio honors and celebrates schools that grow and achieve. To that end, we identify the following recognition categories:

- **Schools of Promise** - Recognizes and highlights schools that are making substantial progress in ensuring high achievement for all students.
- **Schools of Honor** - Recognizes schools that have sustained high achievement and substantial progress while serving a significant number of economically disadvantaged students.
- **All A Award** - Recognizes districts and schools that earned straight A's on all of their applicable report card measures.
- **Overall A** - Recognizes districts and schools that earned an Overall A on the summative report card grade.
- **The Momentum Award** - Recognizes districts and schools for exceeding expectations in student growth for the year.
- **Blue Ribbon Schools**
- **National Title I Distinguished Schools**

4.3 State Support and Improvement for Low-performing Schools.

- A. School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

Ohio has applied for and received multiple rounds of SIG grant funding to support struggling schools. While ESSA eliminated this grant program, the currently awarded funds will continue to support the work of awardees for a few additional years while the program is completely phased out.

The 7% Title I School Improvement set-aside will be a competitive process, and may include incentives for a menu of options including participation in Tier I (Random Control Trials) and Tier II evidence-based research such as collaborative evidence-based research partnerships with Proving Ground. An additional incentive will be available to support a resource coordinator to serve as a site leader to coordinate student and family services (health, mental health, integrated student supports, etc.).

Schools and districts will submit applications to the Department for these funds and be held accountable for the requirements and assurances as specified in their plans and applications.

- B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools

implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

An Evidence-Based School Improvement System

Stakeholders had a lot to say about Ohio's school improvement system. They want more local control in decision making as it relates to school improvement planning and see significant opportunity for continued alignment of initiatives, especially as relating to support coming from the state. Numerous stakeholders emphasized the need for a more coherent focus on addressing the needs of students, families and communities in struggling schools. More integrated student supports are needed to help students succeed. Community groups, such as those representing vulnerable student populations, want more of a voice in developing those local plans and can serve as a resource in implementation.

Ohio's regional partners and community organizations have close relationships with schools and districts and can build on that expertise and local knowledge when it comes to school improvement. Community organizations are doing much of the work in this area and can be valuable partners as we move forward. Ohio has pressing concerns that are impacting our students and families such as the opioid crisis, homelessness, and the needs of students in the juvenile justice system. The final regulations require districts to notify parents at schools identified for support and to be involved in the improvement process.

Ohio has a robust system of school improvement supports based on a regional system including the Educational Service Centers (ESCs), State Support Teams (SSTs), Instructional Technology Centers (ITCs), and direct support from the Department and other partners.

Moving forward, Ohio will build on the strengths of this regional system by developing and implementing an **evidence-based system** of improvement that provides tools and support for schools and districts by leveraging numerous partnerships, including partnerships with ESCs, SSTs and ITCs.

Schools and districts will be identified for improvement based on federal and state requirements that focus on overall performance and the performance of all subgroups of students.

Ohio will continue to utilize the **Ohio Improvement Process (OIP)** as a framework to establish systemic collaborative structures designed to support development and implementation of a strategic plan and focused goals. An updated and expanded Decision Framework will continue to be utilized as the primary data-based needs assessment.

Stakeholders consistently identified nonacademic factors as key needs in struggling schools and districts. In order to support a more comprehensive assessment of school needs, the parameters of tools, such as the Decision Framework, will expand to add additional focus on nonacademic student supports. These supports include mental health services, especially in light of the emphasis on chronic absenteeism. Incentives in the competitive School Improvement funding process will provide for a site coordinator to serve as a nexus for community partners to address integrated student supports.

To support school and district planning, Ohio will create an **online evidence-based clearinghouse**, leveraging partnerships with the Ohio Education Research Center (OERC) and selected regional and local education agencies. The clearinghouse will provide schools and districts with a broad menu of proven strategies and programs to support local planning, decision making and implementation.

To further support schools and districts with implementing evidence-based strategies, the Department will build its research capacity both internally and with partners to emphasize performance monitoring (rather than just compliance monitoring) and rigorous research to meet the evidence-based requirements. Local action research will be supported by the Department through a variety of partnerships including working

with Proving Ground and interested districts to develop quick-turnaround evaluation of strategies.

Ohio will create the **Peer-to-Peer Improvement Network** encouraging partnerships and opportunities for educators to collaborate across district boundaries to fashion solutions to common challenges.

Implementation of an aligned, evidence-based system of continuous improvement require a suite of tools and resources easily accessed by schools and districts. Plans for additional tools and resources include:

- Redesigned online planning tool/consolidated grants application, known as the Comprehensive Continuous Improvement Plan (CCIP)
- Local stakeholder engagement toolkit
- District and school reviews, including training for peerreviewers
- Data analysis tools
- Resource allocation tool
- Equity Index (state Equity Plan)
- Performance database to support peer-to-peer improvement network

Schools that do not make significant progress may be subject to more rigorous interventions such as required “onsite review,” in-depth resource allocation reviews, more rigorous requirements on tiers of approved evidence-based strategies, and required direct student services.

District Continuum of Support

As part of the overall school improvement system, the state is responsible for approving district improvement plans and plans for Priority schools identified for comprehensive support. Districts have the responsibility of approving plans for Focus schools identified for targeted support.

Stakeholders want more local control for school improvement planning. Community groups, such as those representing vulnerable student groups, want a greater voice in developing those local plans and serving as a resource for implementation.

Stakeholders recommended the process be less focused on compliance and more focused on quality, evidence-based practices. Partners such as the Educational Services Centers (ESCs), State Support Teams (SSTs) and Information Technology Centers (ITCs) have reiterated their willingness and ability to support districts in this work.

Ohio has developed a continuum of supports based on federal and state laws and regulations. This continuum ranges from “Independent” support districts which have no specific state mandated improvement requirements to districts under the oversight of an “Academic Distress Commission” which is the most intensive school improvement strategy.

Ohio will continue to utilize a continuum of support based on new ESSA requirements and ongoing state law. This continuum will be aligned to Ohio’s Report Card measures and be used by the regional support system to prioritize supports.

The proposed continuum of district supports is as follows:

	Intensive Support Status	Moderate Support Status	Independent Support Status
Districts that are under the Supervision of an Academic Distress Commission	Overall "F" on district Report Card or At least two Priority Schools or A four year graduation rate of less than 67% or An "F" on Gap Closing for two consecutive years	Overall "D" on district Report Card or "D" or "F" on Gap Closing for the two most recent years or At least one Priority, Focus or Watch School	All other districts
Access to OIP Quick Start			
Access to implement the Career-Pathways model			
Create a district improvement plan			
Access to Ohio Leadership Advisory Council resources			
Access to Technical Assistance			
Ongoing support status and implications			
Focus on Focus and Priority schools and districts*			
Focus on framework in buildings and districts			
School Improvement Diagnostic Review			
Peer to Peer network			
Focus on incentives in competitive process			
Improvement Liaison**			
District Review**			

*If Applicable

**Selected by the SEA

Implementing the School Improvement Requirements

Districts and schools that are identified as in need of support will engage in a needs-analysis process. This will involve working collaboratively with their community and stakeholders to determine which specific, evidence-based strategies will best support them in making an impact on the data points identified in their focused plan. Support for selected evidence-based strategies may come from a variety of efforts –some districts may select national expert support, Ohio expert support or Peer-to-Peer support. Ohio experts may be available through an education service center, a regional state support team or a peer-to-peer connection.

Regional Supports

Ohio's regional state support system has expertise in:

- Process coaching
- Collaborative system structure development
- The Ohio Improvement Process (OIP)
- Parent and teacher partnerships
- Special education
- District and school leadership coaching
- Early learning
- Equity analysis
- Building a focused plan which includes:
 - Equity
 - Alignment of staff and students
 - Leveraging funding and policy
 - Transforming teaching with the application of evidence-based strategies to impact teaching and learning

State-Level Regional Coordinators. The state-level regional coordinators will provide support to each of the regional support centers (ESCs, SSTs and ITCs). They will help to ensure and facilitate the coordination of support from each area. For example, if a district receives curriculum alignment support from an ESC and special education and early childhood support from a SST, the regional coordinator will facilitate communication as needed between each entity to ensure all are coordinating efforts and not duplicating.

A Focus on Leadership. Struggling school leadership needs supports such as Targeted Professional development, technical assistance (TA) and coaching to build the capacity of school principals to improve results for all students, including students receiving special education services and students with learning difficulties, as part of district- and school-wide improvement. Leadership needs to build principal knowledge and skill in the use of distributed- or shared-leadership models, including the facilitation of building leadership teams (BLTs) and teacher-based teams (TBTs) aligned with the Ohio Five-step Process; identify and support the consistent implementation of specific targeted practices that improve student access to and progress in inclusive educational environments; and collect comprehensive and ongoing needs-assessment data, as well as data on the level of inclusive practice and its effects on student outcomes over time.

As a statewide effort, principal support and coaching will be utilized to broaden the involvement of collaborative partners by working with the Ohio Leadership Advisory Council (OLAC), institutions of higher education, and other key partners [e.g., the Ohio Council of Professors of Educational Administration (OCPEA), the Buckeye Association of School Administrators (BASA), the Ohio Association of Elementary School Administrators (OAESA), the Ohio Association of Secondary School Administrators (OASSA), and the Ohio Federation of

Teachers (OFT)] to inform the development of professional development for principals. Bringing a diversity of perspectives to developing principal capacity within the context of the existing statewide, systemic improvement process (i.e., OIP-OLAC), will reduce fragmentation and duplication, infuse leadership content, and improve alignment within and across existing principal professional development efforts.

There is little doubt that quality leadership is essential to the success of any organization. As the Department and education stakeholders work to strengthen K-12 education, we will be convening a Principal Workgroup. This group will focus on strategies to support principals' continuous improvement and journey to excellence. The network of advisors will assess the current state of the principalship in Ohio and then work to identify strategies that can help principals grow in their professional practice at various stages. This work will include identifying professional learning approaches considered "best practices" and "evidence based" that are effective responses to principals' needs throughout the continuum of their careers. Professional associations provided nominations for principals and principal support representatives to participate from higher education to elementary school, and large urban to small rural areas. Representatives are in the process of responding to the invitation to participate.

Performance Monitoring

After the district and building plan has been approved and support has been initiated through the state system of support, each district will be required to report on implementation efforts and outcomes as well as student outcome measures as identified in the plan. The OIP process assures for a continued improvement process.

	Intensive	Moderate		State Watch District/school	
		Moderate D/F	Moderate C		
Monthly reporting on adult implementation of identified tier one evidence-based strategy for each goal in district plan and all school plans.	Monthly reporting on adult implementation of identified tier one or two evidence-based strategies for each goal in district plan and each priority and focus school plan.	Quarterly reporting on adult implementation of identified tier one, two or three evidence-based strategies for each goal in district plan and each priority school plan. District plan must include monitoring data for all focus schools.	Reporting twice per year on adult implementation of identified tier one, two or three evidence-based strategies in district plan and the priority school plan. District plan must include monitoring data for all focus schools.	Mid-year reporting on adult implementation of identified tier one, two or three evidence-based strategies for each identified subgroup.	No required improvement reporting to state.
Monthly reporting on outcome measure set by district for	Monthly reporting on outcome measure set by district for	Quarterly reporting on outcome measure(s) set by district for	Reporting twice per year on outcome measure(s) set by district for	Mid-year reporting on outcome measure(s) set by district for	No required improvement reporting to state.

student indicator(s) as related to the tier one evidence-based strategies for each goal in district plan and all school plans.	student indicator related to evidence-based strategy as identified in district plan and each priority and focus school plan.	student indicator(s) as related to evidence-based strategy as identified in district and each priority school plan. District must include monitoring data for all focus schools.	student indicator(s) as related to evidence-based strategy as identified in district and priority school plan. District must include monitoring data for all focus schools.	student indicator(s) as related to evidence-based strategy as identified in district and priority school plan. District must include monitoring data for each identified subgroup.	
Monthly reporting on chronic absenteeism - implementation and impact. Specifically adult implementation for the district and all schools. Student attendance data.	Monthly reporting on chronic absenteeism - implementation and impact Specifically adult implementation for the district and each priority and focus school plan. Student attendance data.	Quarterly reporting on chronic absenteeism - implementation and impact Specifically adult implementation for the district and each priority and focus school plan. Student attendance data.	Reporting twice per year on chronic absenteeism - implementation and impact Specifically adult implementation for the district and each priority and focus school plan. Student attendance data.	No required improvement reporting to state.	No required improvement reporting to state.

Collection of performance-monitoring data. All adult implementation data and student outcome-measure data will be reported through the state monitoring system. This system, currently used for compliance monitoring, will be updated and the specific elements identified for each level of identification will be built into the monitoring system. Districts and buildings will input the specific baseline data and the required targets established for adult implementation and student outcome-measures. The monitoring system is a shared resource which allows districts to use the system in monitoring their buildings, while the state is able to review the data for monitoring purposes at any time.

State Monitoring. Regional school improvement support staff will utilize the monitoring tool to track observations of systemic change related to process, evidence-based strategies implementation and outcomes. This team will provide feedback and technical assistance to the regional support system (SSTs, ESCs and ITCs) and districts. Monitoring may be done through a desk review or an onsite review as determined by the Office of Federal Program risk analysis and selection process. The agency team monitoring process includes experts from each office coordinating a review in a collaborative manner of all areas where federal funds are used.

Assuring continuous improvement. The Ohio Improvement process (OIP) framework is a continuous and recursive process. Districts fully committed to high performance do not view continuous improvement as a process that occurs in addition to what they do. Continuous improvement is the core work at every level of the organization and by nature repeats itself. Our regional state support teams provide coaching support around this effort to both district and building level efforts.

The OIP is based on research about what causes districts and community schools to improve. In summary this research indicates that to sustain improvement of teaching and learning on a large scale, the whole district or community school must be involved and include strong lines of communication. The role of district or community school and school administrators should be refocused with the highest priority on improving teaching and learning. Data are used as the vehicle for changing conversations in ways that allow the most critical problems to be identified and addressed. It is important to give equal focus to the “how,” as well as the “what,” of improving teaching and learning, continuously using a cycle of monitoring and evaluating progress in order to constantly improve achievement.

- C. More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

For those districts that have been identified as needing a more rigorous intervention support system, the state will provide more direct support. Direct support may come from the Educational Service Center in the form of targeted curriculum alignment, instructional strategy supports, the use of formative assessment, or professional development for teachers and leaders. The State Support Team may be required to provide targeted support around early childhood, special education, improvement processes, and collaborative support structures. Additional directed support may also come from the Information Technology Centers in the form of help developing protocols to ensure data quality at the local level. Support from these three entities (ESCs, SSTs, and ITCs) will be coordinated to provide the best service to struggling districts. Reporting requirements at this level would also include quarterly expenditure reporting to ensure spending is on target with identified plan and strategies.

District leadership and school leadership teams will be purposefully connected to a peer-to-peer network to build opportunities to learn from other districts who have moved through particular struggles and can provide guidance about various approaches to impact implementation around particular identified area of need.

These districts will also participate in a comprehensive district review. This deeper analysis of system functions within the district and buildings, together with the State Diagnostic Review (SIDR), is designed to help schools and districts improve student performance by analyzing current practices against effective evidence and research-based practices. There is a focus on identifying areas of strength and areas needing improvement, as well as aligning evidence and research-based practices. The SIDR is grounded in what is known about high-performing schools, with an emphasis on what has been learned from Ohio’s Schools of Promise.

Ohio’s Accountability system has other more rigorous interventions built into state law. Districts that have multiple years of poor performance may be subject to an Academic Distress Commission. Community Schools may be subject to school closure requirements.

Schools failing to exit priority and focus within four years may be subject to additional Department oversight on federal expenditures.

D. Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

At the state level, Ohio will review conduct periodic resource reviews. These reviews will be focused on the districts that are most in need of support based on the district continuum of supports. Ohio has been collecting and reporting school-level expenditures for many years. This information can be found in a chart on the Ohio School Report Cards that examines spending and performance. Ohio will develop a review process for resource allocation, analyze data to come up with ranges of acceptable allocations, and use this information to inform needs assessments, improvement planning, funding allocations and models of funding, and expenditure patterns.

On a biennial basis, the state is reviewing state funding for LEAs and making efforts to direct resources to the LEAs with the lowest capacity and funds directed to students based on their individual needs. The SEA funding formula directs additional funds for students with disabilities, limited English proficient students, economically disadvantaged students, gifted students, and K-3 students.

Annually, the SEA reviews expenditure data from LEAs by fund, function, and object. This data can inform school improvement activities and identify areas within an LEA to focus resources.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Certification and Licensure Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☒ Yes. If yes, provide a description of the systems for certification and licensure below.

☐ No.

LICENSURE AND CERTIFICATION SYSTEMS

The Ohio Revised Code (ORC) and Ohio Administrative Code (OAC) define Ohio's standards for educator preparation, retention and advancement. The state standards, which are continually reviewed and revised, seek to achieve excellence in educator performance. Specifically, they:

- Develop teacher certification programs that prepare teachers to be effective classroom teachers;
- Define residency programs that support beginning teachers through mentorship and successful completion of a summative assessment (a prerequisite for advancing from the initial resident educator license to the professional educator license);
- Drive licensure in categories with specific content and pedagogy requirements; and
- Require professional development for educators renewing their licenses.

Additionally, the ORC and OAC specify requirements for alternative pathways that conveniently enable experienced career professionals to licensure and students to benefit from their unique expertise. Alternative pathways to licensure can be accomplished through one of the following:

- Completion of teacher preparation programs through out-of-state regionally accredited institutions;
- Completion of the Teach for America program; and
- The State Board of Education's Credential Review Board, which assesses individuals pursuing alternative routes to educator licensure and out-of-state educators seeking licensure in Ohio.
- Completion of the Ohio alternative pathway to licensure

Starting in 2009, Ohio restructured its teacher licensure system to provide educators opportunities to advance their professional teaching careers.

Through this four-tiered licensure system, Ohio educators may advance from the initial four-year resident educator license to the five-year professional license and on to the Senior and/or Lead Professional educator licenses through successful completion of state requirements. More information on the four-tiered system is available in Appendix G. Specific requirements for educator licensure per the Ohio Administrative and Revised Codes are outlined below.

Professional educator licensure requirements per ORC 3319.22 & 24 and OAC 3301-24-05 are as follows:

The Early Childhood (P-3) License requires:

- A bachelor's degree from a regionally accredited institution of higher education; completion of an approved teacher preparation program for early childhood education; completion of a minimum of 12 semester hours in the teaching of reading that includes at least one separate course of at least three semester hours in the teaching of phonics in the context of reading, writing and spelling; passing scores for the professional knowledge and early childhood education content licensure exams; and completion of the Ohio teacher residency program.

The Middle Childhood (4-9) License requires:

- A bachelor's degree from a regionally accredited institution of higher education; completion of an approved teacher preparation program for middle childhood education that shall include preparation in the humanities (including the arts) and at least two areas of concentration; completion of a minimum of 12 semester hours in the teaching of reading that includes at least one separate course of at least three semester hours in the teaching of phonics in the context of reading, writing and spelling; passing scores for the professional knowledge and content area licensure exams; and completion of the Ohio teacher residency program.

The Adolescence to Young Adult (7-12) License requires:

- A bachelor's degree from a regionally accredited institution of higher education; completion of an approved teacher preparation program consisting of at least an academic major; completion of three semester hours in the teaching of reading in the content area; passing scores for the professional knowledge and content area licensure exams; and completion of the Ohio teacher residency program.

The Multi-Age (P-12) License requires:

- A bachelor's degree from a regionally accredited institution of higher education; completion of an approved teacher preparation program consisting of at least an academic major; completion of three semester hours in the teaching of reading in the content area; passing scores for the professional knowledge and content area licensure exams; and completion of the Ohio teacher residency program.

Intervention Specialist (Special Education) Licenses

Licensure for Intervention Specialists is available in the following areas:

- Early Childhood Intervention Specialist (P-3)
- Gifted (K-12)
- Hearing Impaired (P-12)
- Mild/Moderate (K-12)
- Moderate/Intensive (K-12)
- Visually Impaired (P-12)

Requirements for intervention specialist licensure are as follows:

- A bachelor's degree from a regionally accredited institution of higher education; completion of an approved teacher preparation program for the specific area of special education; completion of a minimum of 12 semester hours in the teaching of reading that includes at least one separate course of at least three semester hours in the teaching of phonics in the context of reading, writing and spelling; passing scores for the professional knowledge exam and special education content exam (except for gifted special education); and completion of the Ohio teacher residency program.

Endorsements are available for educators who hold a valid, standard teaching license. All require a bachelor's degree (except the Teacher Leader endorsement, which requires a master's degree) from an accredited institution of higher education; passing scores for content area licensure exams, where applicable, and completion of an approved teacher preparation program for the endorsement area. Clinical experience, dependent on the Ohio Department of Higher Education and university program requirements, is also required. The following endorsements are offered in Ohio:

- **Adapted Physical Education** (limited to standard Physical Education license)
- **Bilingual**
- **Career Based Intervention**
- **Computer/Technology**
- **Early Childhood (4-5) Generalist** (limited to standard Early Childhood P-3 license)
- **Gifted Intervention Specialist K-12**
- **Prekindergarten** (limited to Kindergarten-Primary (K-3), Elementary (1-8 or K-8), HS Home Economics, Education of the Handicapped certificates, or CT Family and Consumer Sciences, and Intervention Specialist K-12 licenses)
- **Prekindergarten Special Needs** (limited to a Pre-Kindergarten certificate, or a Kindergarten-Primary K-3, Elementary (1-8 or K-8), HS Home Economics, VO Homemaking/Consumer Ed certificate that carries a Pre-

Kindergarten endorsement, or an Education of the Handicapped certificate, or Early Childhood PK-3, Intervention Specialist K-12, or a CT Family & Consumer Sciences license that carries a Pre-Kindergarten endorsement)

- **TESOL** (Teaching English to Speakers of Other Languages)
- **Transition to Work** (limited to standard Intervention Specialist or Career-Tech license)
- **Middle Childhood Generalist Endorsements** (limited to standard Middle Childhood license with two teaching fields) in Language Arts and Reading 4-6, Mathematics 4-6, Science 4-6, or Social Studies 4-6

Clinical Requirements

The Ohio Department of Higher Education has established the following clinical requirements for teacher candidates who have completed traditional teacher preparation programs:

- A minimum of 100 hours of supervised fieldwork prior to student teaching internship; and
- A minimum 12-week student teaching internship.

Ohio Department of Higher Education Standards & Requirements Chart:

https://www.ohiohighered.org/content/ohio_educator_licensure_programs_standards_requirements_chart

Supplemental Path to Teacher Certification

Per OAC 3301-24-14 Ohio educators who hold a valid, standard teaching license may obtain a supplemental license in an additional teaching field at the request of an employing Ohio school or school district. This pathway allows Ohio educators to teach in supplemental teaching areas while completing requirements for standard licensure in those areas.

The initial one-year supplemental license requires:

- A currently valid, standard Ohio teaching license; and
- Completion of content area coursework: six semester hours for endorsement areas and intervention specialist areas (initial coursework requirement may be waived for supplemental intervention specialist licensure candidates at the request of their employing Ohio superintendents if they determine the candidates' experience and training qualifies them to meet the needs of their students); 12 semester hours for early childhood education; and 20 semester hours in the subject area for middle childhood education, multi-age and adolescence to young adult (except for integrated areas, which require 40 semester hours in the subject area).
- Initial supplemental licensure in a career-technical workforce development teaching field requires five years of work experience in the career field and three semester hours in an approved pre-service career-technical program from a college/university approved to prepare career-technical workforce development teachers.

The employing Ohio school district must assign a mentor teacher with teaching experience and licensure in the supplemental area to the supplemental license holder. The supplemental license may be renewed up to two times to allow for completion of coursework and licensure exam requirements.

Requirements for first renewal of the supplemental license include:

- A currently valid, standard Ohio teaching license;
- A passing score for the required content area exam; and
- Six semester hours of coursework in a program leading to licensure in the supplemental licensure area (completed after the issue date of the license being renewed).

Requirements for second renewal of the supplemental license include:

- A currently valid, standard Ohio teaching license; and
- An additional six semester hours of coursework in a program leading to licensure in the supplemental licensure area (completed after the issue date of the license being renewed).

First and second renewal requirements for career-technical workforce development license holders include holding a currently valid, standard Ohio teaching license and continued progress in completing career-technical licensure program requirements.

Requirements for the **standard teaching license** include:

- Completion of an approved licensure program through an accredited college/university and recommendation for licensure in the subject area by the institution at which the program was completed; or

- Completion of content area coursework requirements: a total of 18 semester hours of special education coursework for intervention specialists; 20 semester hours in the subject area for endorsement areas; 24 semester hours for early childhood education; 26 semester hours in the subject area for middle childhood; 24 semester hours in the subject area for multi-age and adolescence to young adult (except for integrated areas, which require 48 semester hours in the subject area). Additionally, nine semester hours in the teaching of reading and a three-semester hour phonics course is required for licensure in early childhood education, middle childhood, and special education (intervention specialists); and
- Verification of a minimum of two years of teaching experience under the supplemental license from the employing Ohio superintendent or human resource director.
- Career-technical workforce development candidates must complete an approved program of preparation from a college/university approved to prepare career-technical workforce development teachers.

Alternative Routes to Teacher Certification

Per ORC 3319.26 and OAC 3301-24-19 to 3301-24-21, teacher licensure candidates may seek Ohio's alternative pathway to licensure through the Department. The four-year alternative resident educator license requires:

- A bachelor's degree from an accredited institution of higher education; six semester hours in the teaching of reading (required for integrated language arts and intervention specialists); passing score for the required content area licensure exam; and successful completion of the intensive pedagogical training institute or a summer training institute that has been approved by the chancellor of the Ohio Department of Higher Education.

Eligibility for the professional license requires:

- Passing score for the professional knowledge licensure exam; four years of successful teaching experience under the alternative resident educator license; successful completion of the four-year Ohio Resident Educator Program; completion of 12 semester hours of professional education coursework from a college/university approved to prepare teachers; and completion of a three semester hour course in the teaching of reading in the content area for all subjects except integrated language arts and special education (Intervention Specialist), which require completion of an additional six semester hours in the teaching of reading including at least one separate course of at least three semester hours in the teaching of phonics in the context of reading, writing and spelling.

Per ORC 3319.26 and OAC 3301-24-22, career-technical workforce development teacher licensure candidates may seek Ohio's alternative pathway to licensure through the Department. The four-year alternative resident educator license requires:

- A high school diploma; five years of full-time work experience in the career field; and successful completion of a summer training institute from a college/university that is approved to prepare career-technical workforce development teachers.

Eligibility for the professional license requires:

- Four years of successful teaching experience under the alternative resident educator license; successful completion of the four-year Ohio Resident Educator Program; successful completion of the approved preparation program of 24 semester hours from a college/university that is approved to prepare career-technical workforce development teachers.

Senior/Lead Professional Licenses

Per ORC 3319.22 and OAC 3301-24-16 & 17, educators who hold a professional teaching license may advance to the senior or lead professional license (valid for five years) upon completion of the following requirements:

- A master's degree from a regionally accredited institution of higher education; nine years of successful teaching experience under a standard teaching certificate/license (at least five of those years must be under a professional teaching license/certificate); and
 - Senior Professional License candidates must hold the designation of master teacher.
 - Lead Professional License candidates must hold a valid certificate issued by the National Board for Professional Standards OR hold the teacher leader endorsement and hold the designation of master teacher.

Professional Pupil Services Licenses

Pupil services licensure is available in the following areas:

- Occupational Therapist
- Physical Therapist
- School Audiologist
- School Counselor
- School Nurse
- School Psychologist
- School Social Worker
- School Speech-Language Pathologist

Per ORC 3319.22 and OAC 3301-24-05, requirements for professional pupil services licensure (valid for five years) are as follows:

- A master's degree (except for school nurse, occupational therapist and physical therapist licenses, which require a bachelor's degree) from an accredited institution of higher education; completion of an approved program of preparation; passing score for the content area licensure exam, where applicable; and valid respective Ohio board license, where applicable.

Professional Administrator Licenses

Professional administrator licensure is available in the following areas:

- Principal
- Urban Principal (endorsement for educators who hold a standard principal license)
- Administrative Specialist
- Superintendent

Per ORC 3319.22 and OAC 3301-24-05, requirements for professional administrator licenses (valid for five years) are as follows:

- Master's degree from an accredited institution of higher education; completion of an approved preparation program for the licensure area; passing score for the licensure area exam; and the following additional requirements:
 - The principal license requires two years of successful teaching experience under a standard teaching license or two years of work experience under a pupil services license.
 - The administrative specialist license requires two years of successful teaching experience under a professional teaching license (except pupil services administration, which requires two years of experience under a professional pupil services license).
 - The superintendent license requires the candidate to hold a principal or administrative specialist license and have three years of experience under that license.

Alternative Routes to Administrator Licensure

Per ORC 3319.27 and OAC 3301-24-11 & 12, requirements for alternative administrator licensure are as follows:

The Alternative Principal License (valid for one year and renewable two times) requires:

- Minimum of a bachelor's degree from an accredited institution of higher education and GPA of at least 3.0; two years of teaching experience or five years of successful work experience in education, management or administration; and a position as principal or assistant principal in an Ohio school.

Eligibility for the professional principal license requires:

- Three years of successful experience under the alternative principal license; participation in a mentoring program (through the employing Ohio school) that includes: completion of interstate school leader's licensure consortium (ISLLC) self-assessment and development of a personal learning plan; participation in a planned program for obtaining classroom teaching experience (for non-educators); completion of a master's degree (for those who hold only a bachelor's degree); six semester hours in school law, school supervision, and teacher evaluation and an additional six semester hours from a regionally accredited institution of higher education or 90 clock hours of professional development; and a passing score for the licensure area exam.

The Alternative Administrative Specialist License (valid for two years and renewable once) requires:

- Minimum of a bachelor's degree from an accredited institution of higher education and a GPA of at least 3.0; five years of experience in teaching, administration, education or management; and a position as an administrative specialist in an Ohio school.

Eligibility for the professional administrative specialist license requires:

- Four years of successful experience under the alternative administrative specialist license; participation in a mentoring program (through the employing Ohio school) that includes: completion of interstate school leader's licensure consortium (ISLLC) self-assessment, development of a personal learning plan and 70 clock hours for master's degree holders (120 clock hours is required for bachelor's degree holders); completion of a master's degree (for master's degree holders completion of 15 semester hours of coursework from a regionally accredited institution of higher education or 225 clock hours); participation in a planned program for obtaining classroom teaching experience (for non-educators); and a passing score for the licensure area exam.

The Alternative Superintendent License (valid for two years and renewable once) requires:

- Minimum of a master's degree from an accredited institution of higher education and a GPA of at least 3.0; five years of experience in teaching, administration, education or management; and a position as superintendent or assistant superintendent in an Ohio school district.

Eligibility for the professional superintendent license requires:

- Four years of successful experience under the alternative superintendent license; participation in a mentoring program (through the employing Ohio school) that includes: completion of interstate school leader's licensure consortium (ISLLC) self-assessment, development of a personal learning plan and 70 clock hours; completion of 15 semester hours of coursework from a regionally accredited institution of higher education or 225 clock hours; participation in a planned program for obtaining classroom teaching experience (for non-educators); and a passing score for the licensure area exam.

Five-Year Associate Licenses

Per OAC 3301-24-05, requirements for the associate license (valid for five years) are as follows:

- An associate's degree from an accredited institution of higher education; passing score for the content area licensure exam (for Prekindergarten associate only); and hold the respective Ohio board license (for occupational therapy assistant and physical therapy assistant only).

Content Knowledge & Pedagogy Licensure Exams

Content and pedagogy exams, as prescribed by the State Board of Education, are required for educator licensure. The State Board of Education has adopted examinations for licensure that are provided by the evaluation systems group of Pearson, Educational Testing Service (ETS) and the American Council on the Teaching of Foreign Languages (ACTFL). Note: Effective July 1, 2017, all new educator licenses issued for early childhood (P-3), middle childhood (4-9), and intervention specialist (special education) will require a passing score on the Foundations of Reading exam in addition to the aforementioned requirements for licensure (ORC 3319.233).

See Appendix G for details on the Four-Tiered Teacher Licensure Structure; Licensure Type & Teaching Field Codes; and the following webpage for details on the Ohio Educator Licensure Programs: Standards & Requirements Chart.

Military Fees and Licensure

Fees: The Department has eliminated licensure fees for military applicants to recognize the contributions of military families. Fees for any educator license, permit or certificate are waived for veterans with honorable discharges or current service members of all branches of the United States Armed Forces, the National Guard or Reserve, and the Ohio Military Reserve or Ohio Naval Militia (under the Ohio Adjutant General). Spouses of active duty service members may also receive a license free of charge.

Temporary Teaching License for Military Science: Per OAC 3301-23-44, this license may be issued to individuals who have been determined by their employing Ohio schools/districts to have the necessary skills to teach in a junior reserve officer training corps (JROTC) program.

Educator Shortage

Ohio needs qualified and effective educators working with all students to ensure their needs are being met. The Department recognizes that there are areas where particular educator shortages impact underserved populations, such as special education. Title II, Part A funds may be used to address shortage areas in both existing and future areas. Pilots particular to licensure and educator preparation programs to address shortages may be conducted, based upon stakeholder recommendations and findings from a supply and demand study.

B. Educator Preparation Program Strategies. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

- ☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.
☐ No.

EDUCATOR PREPARATION IN OHIO

The Chancellor of the Ohio Department of Higher Education (ODHE) approves institutions of higher education and educator licensure programs for the preparation of pre-kindergarten through grade 12 educators and other school personnel. The State Board of Education develops and approves the standards and requirements for educator licensure preparation programs. Ohio maintains a list of approved educator preparation programs that meet required professional standards in a searchable database. Users can view the programs by institutions of higher education (IHEs) or by licensure type.

A college or university shall seek ODHE approval to prepare individuals for teacher and other school personnel licensure in grades prekindergarten through 12 in a specific licensure area designated in an administrative rule adopted by the State Board of Education. A program leading to a specific type of teacher or other school personnel licensure issued by the State Board of Education shall incorporate coursework and experiences that are aligned with and include the following components:

- The Ohio standards for the teaching profession, the Ohio standards for principals, or the Ohio standards for superintendents adopted by the State Board of Education, as applicable (available at education.ohio.gov, keyword search Educator Standards Board);
- Coursework in the teaching of reading and phonics as required for certain teacher licenses in accordance with section 3319.24 of the Revised Code;
- Preparation in implementing evidence-based instructional strategies addressing individual learner differences and employing practices that address the diversity of students' cultures, language origins, and communities;
- Specialized national professional association standards or state standards as applicable;
- Ohio's Learning Standards and model curriculum adopted by the State Board of Education for prekindergarten through grade 12 education (available at education.ohio.gov, keyword search academic content standards);
- Minimum standards for elementary and secondary schools prescribed by the State Board of Education and adopted in Chapter 3301-35 of the Administrative Code pursuant to division (D) of section 3301.07 of the Revised Code;
- The value-added measures for elementary and secondary schools (available at education.ohio.gov, keyword search value-added progress dimension), and methods of interpreting such data; and
- A minimum of 12 weeks of full-time student teaching and a minimum of 100 clock hours of field experiences prior to student teaching for initial teacher licensure.

EDUCATOR PREPARATION ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

To continuously improve the quality of educator preparation programs, Ohio Revised Code 3333.048 requires the Chancellor of Higher Education and the Superintendent of Public Instruction to establish and publish metrics for institutions of higher education that prepare educators and other school personnel.

The identification of metrics and the report format were developed in collaboration with representatives from the public and private educator preparation institutions in Ohio, state agencies and organizations. ODHE works with the Ohio Department of Education and higher education institutions to collect data on the following identified metrics for the annual reports:

- Licensure Test Pass Rates
- Ohio Teacher Evaluation System (OTES) Results of Program Graduates
- Ohio Principal Evaluation System (OPES) Results of Program Graduates
- Value-added Data (EVAAS)
- Candidate Academic Measures Considered for Program Admission
- Field/Clinical Experiences
- Pre-Service Teacher Candidate Survey Results
- Resident Educator Survey Results
- Resident Educator Persistence Data
- Excellence and Innovation Initiatives
- National Accreditation

The Educator Preparation Performance Report permits the public to view the aggregate data for all graduates statewide and by institution and program area. School districts and charter schools can use the report to make informed decisions about hiring; students interested in pursuing educator preparation programs can use the report to make decisions regarding which program to attend; and institutions of higher education can use the report to inform continuous improvement efforts, program planning and research. These data will also assist state and institutional leaders in identifying trends to guide the development of targeted improvements in educator preparation programs throughout Ohio. ODHE will continue its current practice of regularly convening representatives from schools, colleges and departments of education to review the report data and format and to continuously address improvement opportunities related to emerging research and information learned from key state and national efforts.

The Department will continue to partner with the ODHE to ensure qualified educators are available to be employed in Ohio schools.

Educator Workforce Diversity

Ohio recognizes the critical importance of educator workforce diversity. Over 40 percent of Ohio students are racially diverse. But only 7 percent of teachers are racially diverse. Ohio is looking to improve the diversity of its educator workforce to employ more educators who look like and have similar experience as students in our schools. To do this, Ohio will use Title II, Part A funds to engage stakeholders in identifying needs, understanding current local and higher education initiatives and identifying potential opportunities for recruiting and retaining a diverse educator workforce.

Educator Shortage

Ohio needs qualified and effective educators working with all students to ensure their needs are being met. The Department recognizes that there are areas where particular educator shortages impact underserved populations, such as special education. Title II, Part A funds may be used to address shortage areas in both existing and future areas. Pilots particular to licensure and educator preparation programs to address shortages may be conducted, based upon stakeholder recommendations and findings from a supply and demand study.

- C. **Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section

2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

- ☒ Yes. If yes, provide a description of the educator growth and development systems below.
☐ No.

Ohio has a comprehensive system of educator growth and development which is focused on induction, development and advancement. The system is standards-based and responsive to educator needs over their careers and designed to offer continuous professional growth. Ohio has been working hard to clearly define expectations for teachers and school leaders that ensure quality teaching in every Ohio classroom. In 2004, the Educator Standards Board was created and charged with the development of Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development. Ohio has since operated using a standards-based system that clearly defined goals for students, teachers and principals.

Standards help to create quality schools with highly effective educators who guide instruction and meet all students' needs. The standards are the foundation of Ohio's educator growth and development systems. The standards are used in the following ways:

- Assist higher education programs in developing the content and requirements of preservice preparation and development;
- Focus the goals and objectives of districts and schools as they support educators;
- Plan and guide professional development; and
- Serve as a tool in developing coaching and mentoring programs.

TEACHING STANDARDS

The *Ohio Standards for the Teaching Profession* were created to guide teachers as they reflect upon and improve effectiveness throughout their careers. The seven standards fall under three organizing areas: The Focus of Teaching and Learning, Conditions for Teaching and Learning and Teaching as a Profession.

THE FOCUS OF TEACHING AND LEARNING
Standard 1: Students – teachers understand student learning and development and respect the diversity of the students they teach.
Standard 2: Content – teachers know and understand the content area for which they have instructional responsibility.
Standard 3: Assessment – teachers understand and use varied assessments to inform instruction, evaluation and ensure student learning.
Standard 4: Instruction – teachers plan and deliver effective instruction that advances the learning of individual students.
CONDITIONS FOR TEACHING AND LEARNING
Standard 5: Learning Environment – teachers create learning environments that promote high levels of learning and achievement for all students.
TEACHING AS A PROFESSION
Standard 6: Collaboration and Communication – teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
Standard 7: Professional Responsibility and Growth – teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.

Teacher development does not always occur at the same rate, but with Ohio's support systems in place, all teachers can reach a level in their careers at which they effectively meet students' needs and provide high quality instruction.

PRINCIPAL STANDARDS

Without effective principals, Ohio will not realize its education goals. *Ohio Standards for Principals* were created to define the traits and skills of effective leaders. There are five standards that promote the most effective leadership practices among Ohio's principals as they consider their growth and development as leaders.

Standard 1: Continuous Improvement – Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
Standard 2: Instruction – Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
Standard 3: School Operations, Resources and Learning Environment – Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
Standard 4: Collaboration – Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
Standard 5: Parents and Community Engagement – Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

PROFESSIONAL DEVELOPMENT STANDARDS

Since the 2005-2006 school year, Ohio has implemented standards for professional development to articulate the conditions, processes and content required for an effective system of professional learning. During the 2005-2006 school year, the Ohio Educator Standards Board presented its first set of Standards for Professional Development.

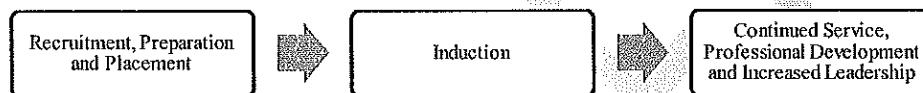
The Board, a group of educators representing teachers, administrators and university education faculty statewide, began updating the standards in the 2013-2014 school year. The goal of this work was to ensure the standards reflect the nation's expanding knowledge about the elements of effective professional learning. The State Board of Education adopted the *Ohio Standards for Professional Development* in April 2015. The standards describe what occurs within an effective system of professional learning and can guide the planning, design, facilitation and evaluation of professional learning.

Standard 1: Learning Communities – Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.
Standard 2: Leadership – Professional learning that increases educator effectiveness and results for all students requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.
Standard 3: Resources – Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning.
Standard 4: Data – Professional learning that increases educator effectiveness and results for all students requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.
Standard 5: Learning Designs – Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended

outcomes.
Standard 6: Implementation – Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning.
Standard 7: Outcomes - Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Adopting these standards alone is not enough to ensure quality schools with highly effective educators who guide instruction and meet all students' needs. School systems must commit to the standards and create a culture of inquiry and collaboration for continuous improvement of students and educators.

To grow and develop educators, Ohio has designed a system of continuous growth and development that is anchored in the state's standards. It starts at the beginning of an educator's career and goes to retirement. The figure below illustrates the career progression for teachers, beginning with their preparation for the profession as they move into positions within schools. It is during this progression that continuous support and development are provided to ensure teacher growth.



Ohio's system of professional growth occurs through many avenues: preparation (described in Section 5.1b), induction, licensure renewal and educator evaluations.

System of Professional Growth and Improvement through Induction

Novice teachers are supported through the Resident Educator (induction) Program. The Ohio Resident Educator Program began in 2011 and has evolved to a comprehensive, multi-year induction program. Successful completion of the four-year induction program and the Resident Educator Summative Assessment (RESA) results in professional licensure. Beginning with two years of instructional mentoring, the four-year program offers support and instructional guidance to new teachers. It enables mentors and other colleagues to guide and support Resident Educators over time and move them more deeply into the process of being an effective and reflective teacher. The residency provides Resident Educators with formal and informal professional development opportunities that are responsive to both the developmental needs of beginning teachers and district priorities. Individualized and differentiated professional development occurs between mentors and Resident Educators through regular, ongoing interactions.

During the initial years of the Ohio Resident Educator Program, Resident Educator teachers are partnered with a state-certified instructional mentor by the local Resident Educator Program Coordinator. Resident Educators work collaboratively with their mentor to complete the local Resident Educator Program requirements. Resident Educators engage in activities that use self-assessment, goal-setting, and reflection and decision-making practices to demonstrate effective use of authentic teacher work such as lesson planning, data analysis and analysis of student work and assessments. During the mentoring years of the Resident Educator Program, the state requires the Resident Educator and mentor gather and synthesize student data, develop and implement a professional growth plan, and participate in self-assessment.

The assessment used for the Ohio Resident Educator Program is known as the Resident Educator Summative Assessment, or RESA. The assessment is summative and consists of four performance-based tasks that require Resident Educators to demonstrate reflection and decision making of their instructional practices. The RESA's performance tasks are carefully designed to:

- Reflect and reinforce the goals of the Ohio Standards for the Teaching Profession (OSTP) and the Ohio Resident Educator Program.
- Assess the skills developed within the Resident Educator Program that positively impact student learning and achievement.
- Incorporate the developmental continuum of teachers' practice and performance.

Resident Educators who have successfully passed the RESA in year three require one additional year in the program to participate in the Exploring Leadership Year activities. Local Resident Educator Programs establish the specific activities required for teachers participating in this program year and determine the policies and procedures for documenting activities. An online module, *Learn to Lead*, is available to engage Resident Educators in exploring and thinking about leadership. Additional suggestions for teacher leadership opportunities include, but are not limited to, deepening content expertise, collegial professional explorations or teacher leadership.

The Ohio Resident Educator Program provides a vision of effective support and a framework and tools for implementation. The success of the program, however, depends on strong program administration and leadership. To ensure program effectiveness, district leaders are responsible for allocating sufficient fiscal and human resources, designating a Resident Educator Program coordinator and providing him/her access to existing site and district professional development resources, scheduling adequate time, building capacity in Resident Educator Program coordinators and mentors, and involving stakeholders in collaborative planning and advocacy. District leadership teams regularly engage in a systematic cycle of planning, implementing, evaluating and revising the Resident Educator Program and policies, including working conditions. Whenever possible, they may embed this cycle within their Ohio Improvement Process stages of critical needs identification, goal setting, monitoring and evaluation within the district plan.

System of Professional Growth and Improvement through Licensure Renewal

Ohio uses Local Professional Development Committees (LPDCs) to review coursework and professional development activities proposed and completed by educators to determine if state certification and licensure requirements have been met. LPDCs are responsible for reviewing and approving Individual Professional Development Plans (IPDPs), coursework and other professional development activities that educators propose to complete for the purpose of license renewal. Every five years, to renew licensure, professional educator license holders must engage in six semester hours/18 CEUs, as approved by their LPDC of their employing school or district in order to renew licensure. The hours or continuing education units must relate to classroom teaching or the area of licensure.

The Individual Professional Development Plan (IPDP) is prepared by the local educators as a record of personal professional development goals and as a document of their achievement. The professional development and coursework should align to the appropriate Ohio Educator Standards. Local Professional Development Committees are responsible for reviewing and approving IPDPs, coursework and other professional development activities that educators propose to complete for the purpose of licensure renewal. The LPDC ensures alignment to the Ohio Standards for Professional Development and promotes high quality professional development.

System of Professional Growth and Improvement through Educator Evaluations

Ohio has adopted a standards-based state framework for the evaluation of teachers, school counselors and principals. The Ohio Teacher Evaluation System (OTES), Ohio School Counselor Evaluation System (OSCES) and the Ohio Principal Evaluation System (OPES) include a standards-based performance rubric and student growth measures or outcomes to determine a final summative rating on the evaluation system.

The state has outlined an evaluation process designed to assist the educator in identifying key areas for professional development in order to enhance their professional practice. Professional growth plans and/or improvement plans are a required component of the state's evaluation process. At the beginning of the school year, the educator will complete a professional growth plan or an improvement plan. These plans should include areas for professional development focused on performance and student growth/outcomes. The plans are designed to assist educators in identifying key areas for professional development in order to enhance their professional practice. Prior to developing a professional growth plan, educators may complete a self-assessment to provide a complete picture of their practice.

Throughout the school year, the evaluation process continues with observations (both formal and informal) that reinforce and refine observed practice and opportunities for job-embedded professional development through coaching and feedback. Each educator should engage in a post-conference. During that conference, the evaluator should offer area(s) of reinforcement and area(s) of refinement. These areas of refinement will guide improvement and professional development. The evaluation cycle continues throughout the year until the final summative evaluation is determined.

System of Professional Growth and Improvement through Advancement

In 2009, Ohio restructured its teacher licensure system and established a new career ladder for educators. The four-tiered system provides opportunities for teachers to advance in their professional careers and serve as school improvement leaders, without leaving the teaching profession. The Senior Professional Educator License and Lead Professional Educator License are advanced steps on the career ladder. Each tier of advanced licensure requires significant evidence of growth and improvement for teachers.

Senior Professional Educator License	Lead Professional Educator
Master's degree;	Master's degree;
Nine years of experience under standard teaching license or certificate, of which at least five years are under a professional/permanent license; and	Nine years of experience under standard teaching license or certificate, of which at least five years are under a professional/permanent license; and
Demonstration of effective practice at the <i>accomplished</i> or <i>distinguished</i> level of performance as defined in the <u>Ohio Standards for the Teaching Profession</u> ; specifically, by successful completion of the Master Teacher portfolio and designation as a Master Teacher.	Demonstration of effective practice at the <i>distinguished</i> level of performance defined in the <u>Ohio Standards for the Teaching Profession</u> ; specifically, by holding active National Board Certification, OR, successful completion of the Master Teacher portfolio with the designation as a Master Teacher <i>and</i> by holding the Teacher Leader Endorsement.

Ohio also has a teacher leader endorsement (limited to a professional teaching license or professional or permanent teaching certificate) for mentoring and coaching teachers that provides staff development and assists the building principal in developing and supporting a shared vision and clear goals for the school. Candidates for the endorsement shall hold a master's degree and have at least four years of successful teaching experience. The program of preparation shall include a practicum experience during which the candidate shall be required to demonstrate the knowledge, skills and dispositions at the distinguished level that are described in the Ohio Standards for the Teaching Profession (available on the Educator Standards Board's website at <http://education.ohio.gov/Topics/Teaching/Educator-Standards-Board>).

As described above, Ohio has multiple avenues for professional growth and improvement throughout the career of a teacher. The comprehensive licensure and evaluation system helps to support, develop and retain excellent teachers, principals and other school leaders. The support is grounded in standards, which enables educators to evaluate performance against the standards and helps stakeholders support and grow educators.

Mentoring in the Resident Educator Program

State-certified mentors play an important role in Ohio's Resident Educator program. They are partnered with Resident Educators to support novice teachers in the first two years of residency. Mentors engage Resident Educators in inquiry and reflection through the teaching and learning cycle. They provide coaching and feedback that will help Resident Educators reflect on their practice using evidence, which is then assessed on the RESA.

Program evaluation information and data analysis have provided key information on how Ohio can work to improve mentoring in the Resident Educator program. The professional development content offered to mentor teachers' needs to more closely align to RESA tasks—specifically those lower scoring task and component areas, use of assessment and

quality of learning outcomes and activities. Ohio will use Title II, Part A funds to update mentor professional development, potentially through the development of added components in the Mentor Refresh Learning Module.

Principal Professional Learning

Principals have significant impact on the success of schools and districts. They also have role-specific learning and development needs that often are not addressed over the course of their careers. Ohio intends to use Title II, Part A funds to work to better develop a system for principal professional learning that will target principal needs.

A network of advisors will work to assess the current state of principalship in Ohio and then work to identify prioritized professional learning opportunities that are more responsive to principals' needs throughout the continuum of their careers. The advisors will then outline strategies for addressing identified gaps in a purposeful way. Three primary areas of focus might include an induction program for entry level principals, instructional coaching and a professional development delivery system.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i. Increase student achievement consistent with the challenging State academic standards;
 - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
 - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
 - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

(i) VALUE-ADDED DATA

To increase student achievement consistent with Ohio's academic standards, Ohio will deploy value-added training across its local education agencies. A focus on teacher value-added will help to support educators as they review their data and plan instruction and assessment. Value-added training and resources will ensure that educators understand student performance against academic standards, as one mechanism of a summative assessment that can help to improve instruction for all students.

Timeframe: Begin in August 2017 and continue in an ongoing manner as need allows.

(ii) TEACHER LEADERSHIP

Ohio will use the Title II 3 percent set aside for state-level principal, teacher and teacher leader support. One or more programs may be designed and piloted in upcoming years focused on training, induction, mentoring, coaching and professional development of principals, teachers and teacher leaders. Program design could include collaboration with various stakeholder workgroups. In some instances the pilots may focus particularly on high-need, turnaround schools, or typology focus. The programs would help to create a state-wide system of support for principals, teachers and teacher leaders to foster environments that nurture success of all students and ensure continuous professional development based on principal, teacher and teacher leader needs and aspirations across the course of their careers.

Ohio is working hard to keep highly effective teachers in the classroom and maximize the impact of their talents through various leadership roles at their local education agencies. We are developing a systemic structure for teacher leadership that prepares teacher leaders, recruits and selects teacher leaders, enhances teacher leadership during late years of

induction and recognizes and rewards contributions of teacher leaders. Ohio intends to use Title II, Part A funds to help develop a teacher leadership framework alongside stakeholders.

Activities to develop a framework may include auditing existing Teacher Leadership Initiatives and resources and soliciting stakeholder input and advocacy. For instance, under the Teacher Incentive Fund (2010) an Ohio TIF (OTIF) Teacher Leadership program was implemented with 22 districts (409 teachers) to build the capacity for leadership in OTIF schools. Findings from this program showed a change in teachers' beliefs in their ability to lead and a change in school and district culture where more teachers were leading initiatives targeted to improve student achievement. Candidate self-ratings also improved on the Ohio Teacher Leader Endorsement Program Standards. These initiatives can help inform a statewide framework for teacher leadership that would have potential to improve our statewide approach to teacher leadership.

Once the teacher leader framework is designed, the Department will have an opportunity to support local education agencies with implementation. The framework will help local education agencies implement teacher leadership models and could result in local pilot programs aimed at recruiting and retaining highly effective teachers.

Timeframe: September 2017 to August 2019

(iii) TARGETED FEEDBACK

Educators always have room to grow and improve their craft – no matter where they are in their career. Targeted feedback is essential to that end. Feedback is a key aspect of Ohio's educator system of professional growth and improvement. Over the course of the past five years, Ohio has implemented educator evaluation systems and an induction program. Local education agencies have enhanced how they implement these programs and support all educators through high-quality professional development. Title II, Part A funds will be used to continue to help local education agencies provide targeted feedback to support educators. This includes designing train-the-trainer professional development that leverages the state's trainer system.

Timeline: February 2017 – September 2019 for development; then ongoing trainings on an annual basis through regional centers.

(iv) BUILD CAPACITY OF ADVANCED PLACEMENT TEACHERS

The location of a student in Ohio should not impact the student's ability to access and engage in Advanced Placement courses. Ohio will leverage state and federal resources to build the capacity of Advanced Placement teachers in underserved areas, particularly rural districts.

Timeline: December 2017 – May 2022

(v) PROVIDE LOW-INCOME AND MINORITY STUDENTS GREATER ACCESS TO EFFECTIVE TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS CONSISTENT WITH THE EDUCATOR EQUITY PROVISION

A portion of Title II, Part A funds will be used on an annual basis to support state-level educator equity strategies. In the 2015 Educator Equity Plan, Ohio identified four strategies (32 sub-strategies) aimed at addressing our root-cause findings: strengthen educator preparation, target hiring and deployment barriers, improve teaching and learning conditions and provide data to encourage strategic staffing and educator development.

A portion of Title II, Part A funds will be used to help schools and districts understand comprehensive human capital management systems and to implement those systems. Every school district manages a human capital system; however, they do not often think about it as a system. The Department will help local education agencies build capacity for managing human capital strategies aimed at recruiting, retaining, developing and growing educators.

Ohio will continually revisit the strategies and sub-strategies it invests in based on local needs and findings from local equity plan reviews.

Timeline: Outlined in section 5.3E

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

Ohio's stakeholders recognize the value of supporting all teachers, including those who are new or struggling, through high-quality professional development. Ohio will leverage the following strategies and partners to help educators identify students with specific learning needs and deliver targeted instruction based on those needs:

Strategies for Diverse Learners:

To ensure that all students – including students with disabilities, identified as gifted and English Learners (ELs) – can access Ohio's Learning Standards and demonstrate the mastery of the skills and knowledge embedded in the standards, Ohio's model curricula incorporates the Universal Design for Learning (UDL) framework. If teachers understand the background, needs and strengths of their students, then they can work together to use shared strategies and resources to help students in diverse groups access Ohio's Learning Standards. Ohio continues to train educators to effectively implement the learning standards and to help educators understand innovative and student-centered learning environments that support the standards. State Support Team members are trained in the strategies for reaching diverse learners and target regional professional development communities.

Lau Resource Center:

The Lau Resource Center for English as a Second Language, Bilingual and Multicultural Education serves the needs of Ohio districts by providing information and support to K-12 educators working with ELs. The Lau Resource Center coordinates Ohio's Advisory Committee for English Learners. This group is composed of educators and district EL program coordinators, and is representative of the state's diverse multilingual community. One of the main objectives of the Advisory Committee is to inform the state on policy and resource development to improve the quality of teaching and learning for English learners. The Lau Resource Center also co-sponsors an annual statewide conference with Ohio Teachers of English to Speakers of Other Languages (OTESOL).

Javits Professional Development Modules:

With funding through the Jacob K. Javits Gifted and Talented Students Education Program, Ohio developed a series of professional development modules to support the instructional needs of Ohio's gifted students. These modules help districts:

- Build capacity to deliver high quality professional development in gifted education to five target groups: administrators, counselors, classroom teachers, parents and school psychologists;
- Recognize characteristics of gifted and talented students and identify strategies for meeting their unique instructional, social and emotional needs;
- Deploy high quality professional development that meets local, state and federal requirements;
- Understand differentiated instruction strategies that can be used to help all students meet expected progress expectations.

Each module includes a combination of presentations, activities and resources individually designed to meet the needs of the target group.

The Autism and Low Incidence Center:

This center at Ohio Center for Autism and Low Incidence (OCALI) provides a clearinghouse of information on research, resources and trends to address the autism and low-incidence challenges as presented by children with this particular need. The center offers a source for training, technical assistance, resources and consultation to build program capacity and individual learning and growth for districts, teachers and parents.

The Ohio Center for Sensory Disabilities

The Center provides a clearinghouse of information on research, resources and trends to address educational services and resources to support the education of students with vision and/or hearing disabilities. With a focus on evidence based practices, the Center offers a source for professional learning, technical assistance, a loaning library and training for assistive technology and accessible educational materials, and consultation to build service capacity and individual learning and growth for districts, teachers and parents.

Ohio Leadership Advisory Council (OLAC):

Through a partnership with the Buckeye Association for School Administrators (BASA), Ohio has developed a comprehensive set of tools designed to develop shared leadership and build the capacity of current and future leaders aligned to the Ohio Improvement Process (OIP). OLAC supports multiple conferences annually and a “living” website that offers a wealth of professional development opportunities to districts at no cost. The professional development is focused on the implementation of the OIP through the research-based leadership framework. Professional development is provided to local boards of education, superintendents, district and school administration, teachers and State Support Teams.

Ohio STEM Learning Network (OSLN):

This network is a subsidiary of Battelle Memorial Institute and sponsors seven “STEM Hubs” located throughout the state. These hubs offer professional development to districts that are interested in infusing STEM principles into their schools. Hubs host regional networking opportunities to pair STEM demonstration sites with prospective STEM districts.

5.3 Educator Equity.

A. Definitions. Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	A teacher who receives a final summative rating of “ineffective” on the Ohio Teacher Evaluation System
Out-of-field teacher*+	A teacher teaching a course for which they are not properly licensed to teach (grade, subject, student)
Inexperienced teacher*+	A teacher in their first or second year of teaching
Low-income student	Any student who is known to the district to meet any of the following conditions: either the student is eligible to receive free or reduced price lunch themselves or a member of a household is so eligible; students who themselves or whose guardians are known to be recipients of public assistance; and students whose guardians meet the Title I income guidelines.
Minority student	Any student who is a member of African-American, Multiracial, Hispanic, Native Hawaiian / Pacific Islander, American Indian / Alaskan Native, or Asian ethnic and racial groups.

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Other Key Terms (optional)	Statewide Definition
Ineffective Principal	A principal who receives a final summative rating of "ineffective" on the Ohio Principal Evaluation System
Inexperienced Principal	A principal in their first or second year as principal

- B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.
- C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):
- The rates and differences in rates calculated in 5.3.B;
 - The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;
 - The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
 - The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.
- Ohio will publicly publish and annually update equity rates on the following website:
<http://education.ohio.gov/Topics/Teaching/Educator-Equity/Educator-Equity-in-Ohio>
- D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

Using state level equity data, the Department and its stakeholders found four likely causes of most significant differences: educator preparation, hiring and deployment, teaching and learning conditions and data use. We describe each below.

EDUCATOR PREPARATION

Stakeholders understand that teachers and principals make a difference, particularly for those who work in high-poverty and high-minority schools. Not all novice educators are prepared the same. Two particular aspects of educator preparation surfaced:

Experience with Students, Schools, Policies and Cultural Competencies. Pre-service teacher education students may have limited or no experience with poor or minority students. If educator preparation programs do not provide this experience, graduates may come unprepared to teach in these settings, even though many graduates begin their careers in high-poverty and high-minority schools. These graduates might also lack awareness and understanding of educational procedures and practices used in Ohio's schools. For instance, many novice teachers do not understand the state's evaluation system. The 2013 Educator Preparation Performance Statewide Report indicated that some resident educators were not prepared to understand value-added growth measures.

Program Variation. Educator preparation program structures can vary from institution to institution. This inconsistency means that novice educators come to schools with varying levels of preparedness and training. One example highlighting this issue comes in the average number of clock hours required for student teaching, which in 2012-2013 ranged from 300 clock hours to 640 across Ohio's various preparation programs for teacher certification. Principal preparation programs also can vary based on the institutions' beliefs about the role of the principal. Some universities view the principal more as an instructional leader. Some consider the principal a chief human resources administrator. Its preparation program could be built around either viewpoint.

HIRING AND DEPLOYMENT

Ohio stakeholders believe that district hiring and deployment practices should address equitable access to excellent educators. However, they view hiring and deployment of educators in high-minority and high-poverty schools as a significant challenge. Six particular aspects of hiring and deployment surfaced:

Hiring Timelines. Too often, high-poverty and high-minority schools have late hiring timelines due to the late timeline for the release of federal funds. This can lead to hiring less effective teachers (Papay & Kraft, 2015). Late hiring was cited as an issue for many Ohio schools, which often pay teachers using those federal funds in high-poverty and high-minority schools.

Transfer & Placement. Deployment of teachers is also a concern when it comes to inequitable access to effective teachers. Often schools find that their effective and/or experienced teachers transfer to schools with fewer poor and minority students. As a result, less effective and/or inexperienced teachers may be placed into the high-needs positions left vacant. Language in collective bargaining agreements may allow for these types of movements, creating barriers to placing effective and/or experienced teachers in high-poverty and high-minority schools.

Salary. High-poverty and high-minority schools often offer lower salaries than their low-poverty and low-minority counterparts. For instance, Ohio's large, wealthy suburban districts pay on average \$67,500 as compared to the state average of \$57,000 in 2011 (Ohio Education Research Center, 2013).

Negative Perceptions. Many effective and/or experienced teachers who may be willing to move to high-needs schools often have concerns about the move and the impact it may have on their own career and development. When teachers hold negative perceptions of working in high-poverty and high-minority schools, it can impede them from applying for or taking positions in those schools where their talents are needed. When teachers do move to these high-needs positions, support may be lacking for a successful transition.

Assigning Educators. Parents, school leaders, requirements and scheduling are all factors that have a bearing on the teacher assignment process (Kalogrides, Loeb, & Betiello, 2012). Too often the most effective and/or experienced educators are assigned only to the higher-achieving students, leaving students who need more assistance with less effective or inexperienced educators. The assignment of teachers to students needs a targeted approach to ensure that the right educators are strategically assigned.

Postings in Shortage Areas. Many of the job openings in high-poverty and high-minority schools tend to be in the documented shortage areas in Ohio: English/language arts, foreign languages, mathematics, science, social studies, special education, speech/language pathology and teaching English to speakers of other languages. Due to these shortages, schools often place unqualified and/or out-of-field teachers in high-poverty and high-minority schools if they cannot find qualified applicants to fill those positions.

TEACHING AND LEARNING CONDITIONS

Stakeholders noted that an effective teacher's decision to stay in a high-poverty and high-minority school is greatly influenced by the quality of the school's teaching and learning conditions. These conditions also can decrease or increase educator equity gaps for properly certified or experienced teachers in these schools. Three particular aspects related to teaching and learning conditions arose: professional learning opportunities, teacher leadership and school leadership.

Professional Learning Opportunities: Professional learning to enhance teaching is important to educators. The quality and availability of these opportunities may often be lacking, which impacts effectiveness and retention of educators.

Time and Opportunity. Improving teaching and learning conditions depends on providing educators with opportunities for growth and development. Educators are often not provided sufficient time and opportunity for necessary professional learning experiences both individually and collaboratively. For example, district and building schedules may create barriers for offering professional learning to educators.

Quality. Some professional learning for educators lacks in quality or relevance, as these programs often use one-size-fits-all approaches that do not meet the needs of all the educators. Professional learning is often deficient in alignment to the educator evaluation system (professional growth plans, improvement plans, goal-setting, observation results and final summative rating results) and therefore does not help ineffective educators or effective educators, both whom value learning and growth but have different professional learning needs.

Implementation. Novice teachers have specialized professional learning needs and teacher induction programs should be designed to meet those needs. When districts do not properly implement high-quality induction programs, novice teachers do not gain the potential benefits of professional learning that help them grow in effectiveness. Lack of solid residency programs can negatively influence the decisions of beginning teachers to continue to teach at high-poverty and high-minority schools.

Teacher Leadership Career Pathways. Teachers need pathways that provide them with opportunities for leadership; these opportunities encourage them to stay in the classroom. Lack of career pathways can decrease the retention of strong teachers (Doyle, 2015). Teachers who do exceptional work in the classroom should be rewarded and it is important to re-conceptualize the roles of – and incentives for – teachers who want to pursue leadership opportunities (Curtis, 2013).

School Leadership. Educational leaders are influential in establishing teaching and learning conditions that are conducive to student learning, second only to teachers (Wallace, 2004). School leadership plays an important role in creating the teaching and learning conditions created within a school and district, and they are often the determining factor when teachers decide to stay or leave a school.

School Leader Assignment. Assigning strong leaders to schools with populations of high-poverty and high-minority students helps to retain effective teachers in those schools. Often, leaders are not assigned to buildings where their strengths are aligned with the needs of the school.

Supportive Leadership. Leaders influence both staff and structures in a school building. If teachers experience a lack of support and/or structures for teaching and learning, there is a greater chance they will leave the school when given the opportunity.

Leaders Short on Time. Too often, school leaders face barriers that keep them from providing instructional support, such as the coaching of teachers. Principals often feel stretched thin with their various roles and responsibilities, especially as those continue to expand.

DATA USE

Stakeholders revealed that educators may not be using data in large-scale, strategic ways to benefit equitable access. The use of data, however, can help address all equity gaps in Ohio. Two aspects of data use arose.

Accessibility of Data. Schools often have massive amounts of data available for use, but it can be challenging to locate data and determine what data are applicable for various purposes. Data come from multiple sources and it is possible that educators in many districts need assistance in understanding and using it appropriately.

Data-based Decisions. Educators need data to make informed human capital management decisions. Too often, schools are not using the data available to make strategic staffing decisions, which impacts equitable access to

excellent educators.

- E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:
- Designed to address the likely causes of the most significant differences identified in 5.3.D and
 - Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Data (All gaps)	Strategy: Provide a data tool to aid districts in monitoring students' equitable access to excellent educators within and across schools. Timeline: September 2017 – ongoing on an annual basis
Hiring and Deployment/Teaching and Learning Conditions (All gaps)	Strategy: Develop knowledge and skills of Human Capital Management Systems and various strategies to ensure equitable access for all students Timeline: April 2017-May 2019
Hiring and Deployment (Out-of-Field)	Strategy: Offer a statewide web-based recruitment system; provide technical assistance to hard-to-staff schools to help them fully utilize the system Timeline: Ongoing, began prior to ESSA
Data (All gaps)	Strategy: Training to better understand equity planning process under ESSA and data analysis to ensure equitable access to excellent educators for all students. Timeline: 2017-2018 school year, coinciding with local equity planning timeframe
Data (Ineffective Teacher)	Strategy: Value-added data training for local education agencies to better determine how to use value-added results in considering course assignments, student assignments, and professional development needs. Timeline: December 2017-May 2020
Teaching and Learning Conditions (Inexperienced teachers)	Strategy: Improve teaching and learning conditions by helping districts gather data to better understand the conditions in their schools and reasons for why educators stay/exit. Timeline: September 2017-June 2019 and continual technical assistance and resources beyond set timeframe
Educator Preparation (All gaps)	Strategy: Continue ongoing efforts to partner with the Ohio Department of Higher Education and educator preparation programs to continue to provide quality and effective educators for Ohio's schools. Timeline: Ongoing

- F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating all differences in rates.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
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Out-of-Field Teacher – Economically Disadvantaged: 3.6	End of 2027 school year	Target: 1.8 by end of 2022 school year
Out-of-Field Teacher – Minority students: 2.67	End of 2027 school year	Target: 1.33 by end of 2022 school year
Inexperienced Teacher – Economically Disadvantaged: 11.4	End of 2027 school year	Target: 5.7 by end of 2022 school year
Inexperienced Teacher – Minority students: 6.2	End of 2027 school year	Target: 3.1 by end of 2022 school year

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- Low-income students;
- Lowest-achieving students;
- English learners;
- Children with disabilities;
- Children and youth in foster care;
- Migratory children, including preschool migratory children and migratory children who have dropped out of school;
- Homeless children and youths;
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
- Immigrant children and youth;
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
- American Indian and Alaska Native students.

- A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and**

Supports for Children Ages Birth to Five

In 2011, Ohio was awarded the \$70 million Early Learning Challenge Grant and used the funds to coordinate and improve the system of early learning and development across all state agencies that fund or support children ages birth to age 5 and their families. Ohio created and adopted a comprehensive set of standards from birth through

age 5, known as Ohio Early Learning and Development Standards, which also include social and emotional development, approaches toward learning, physical well-being and motor development, language and literacy development, and cognition and general knowledge.

Ohio also established common program standards and expectations and a tiered quality rating and improvement system, called Step Up To Quality. The Step Up To Quality rating system ensures that participating programs are held to the same quality standards no matter the setting (i.e., public districts, child care, community based programs). Publicly funded early learning and development programs (i.e., child care, preschool special education, and public preschool) are required to be rated in Step Up To Quality and publicly funded preschool programs in districts and other settings must be highly rated in that system to maintain funding. Highly-rated programs must meet particular program standards related to learning and development, staff education and qualifications, administrative and leadership practices, and family engagement. Programs must have a comprehensive research-based curriculum that is aligned to the Early Learning and Development Standards in all domains. The state's regional professional development system, provided by the Ohio Departments of Education and Job and Family Services, gives early learning teachers access to quality professional development in these standards at no cost.

The Ohio Department of Mental Health and Addiction Services has partnered with the Department to provide a preschool expulsion prevention program across the state. Funded using state dollars, early childhood mental health consultants are highly trained and licensed professionals who are available to any educator faced with challenging behavior in his/her classroom between preschool and grade 3. Teachers can call one statewide number to be connected with a professional in their area who will consult on site for free with the goal of supporting the teacher in helping to reduce behaviors which can lead to high-needs children being suspended or expelled from early education settings.

Transition from Early Childhood Education to Elementary

In Ohio, more than 416,000 (48 percent) children ages birth to 5 years are living between 0 and 200 percent of the federal poverty level. These children, according to Ohio's Kindergarten Readiness Assessment, are more likely to arrive at school underprepared in language, literacy, mathematics, physical well-being, and social foundations with a 28 percentage point gap between high needs children (i.e., children with disabilities, economically disadvantaged, or English learners) and their more advantaged peers. Ohio's statewide 2016 third grade ELA proficiency level is at 54.9 percent with a 15-27 percentage point gap between high needs children relative to their more advantaged peers. State and national research has documented the strong relationship between a child's third grade reading proficiency and high school graduation and dropout rates. The Education Commission of the States has reported that children not reading proficiently by grade 3 are four times less likely to graduate on time and those children who are in poverty and not reading proficiently are 13 times less likely to graduate on time. It is critical that Ohio's districts implement strategies and resources that support our youngest learners. Ohio has also expanded its public preschool program over the last four years by tripling its investment and available slots for high-quality preschool for children from low-income families. We have also worked to implement a birth to grade 3 system of supports to ensure children enter school with the skills they need to be successful and reach third grade with the skills needed to read proficiently.

Ohio has implemented a number of critical reforms to ensure children successfully transition from early experiences to kindergarten and into the early grades. Ohio developed a comprehensive Kindergarten Readiness Assessment that was implemented statewide beginning in fall 2014 and implemented annually thereafter for all kindergarten children entering public and community schools. Recently passed legislation will expand the use of the assessment to private kindergarten programs as well. With three years of statewide assessment data collected,

Ohio's districts have access to critical data to inform how best they support our youngest learners as they enter school.

Ohio provides critical language and literacy supports through Ohio's Third Grade Reading Guarantee and Ohio's Early Literacy Plan. With Ohio's Third Grade Reading Guarantee, which began in 2012, districts are required to annually assess all Kindergarten children by Nov. 1 and all children in grades 1 through 3 by Sept. 30 using an approved reading diagnostic tool to determine if they are on-track for reading proficiently by grade 3. If children are not on-track, districts must work with families to create a reading improvement and monitoring plan (RIMP) which establishes reading interventions and supports the child's needs over the course of the year. Children must remain on a RIMP throughout the year and continue to be assessed annually with a diagnostic tool. All children are then assessed in reading and writing at grade 3. If children do not meet a state approved score on the reading assessment, they are not promoted to grade 4 and must receive intensive intervention and supports until they achieve grade 3 proficiency.

In addition to establishing Ohio's Third Grade Reading Guarantee requirements the Department, together with stakeholders, reviewed preschool through grade 3 data in 2015 and concluded that a significant gap exists between state performance targets and actual performance on reading and mathematics state assessments for all students, including those with disabilities. This gap, combined with knowledge of existing state initiatives that focus on early literacy and the predictive nature of early literacy for future academic success, led the state to identify early literacy as the basis for our State Systemic Improvement Plan, known as Ohio's Early Literacy Plan.

Ohio's Early Literacy Plan ensures that teachers in preschool through grade 3 in low performing districts have the capacity they need to provide high quality, evidence-based literacy instruction and intervention. This support will be provided by leveraging and modifying the state's infrastructure, supporting local school districts with the implementation of evidence-based practices and evaluating intervention activities. The five components of this early literacy plan include:

- Teacher capacity;
- Shared leadership;
- Multi-tiered systems of support;
- Parent partnerships; and
- Community collaboration.

A cross-agency team, including representatives from the Offices for Exceptional Children, Early Learning, Curriculum and Assessment, Third Grade Reading and Federal Programs together with representatives of the Ohio Departments of Health and Developmental Disabilities, work to identify both additions and changes to the current educational infrastructure that will support local school districts who are implementing new, high-quality early literacy training and instruction with fidelity. Thanks to the work of this team, the following improvements have been made:

- 20 regional early literacy specialists were hired across Ohio's 16 SSTs to support pilot districts with implementation;
- The Department assigned an early literacy project manager and hired an early literacy administrator to oversee the work of the regional early literacy specialists;
- The Department used the existing Ohio Improvement Process framework and infrastructure as the foundations needed to implement evidence-based early literacy instruction, including the addition of early literacy goals, strategies, adult implementation indicators, and student outcomes into existing district improvement plans; and
- The Department and State Support Teams are making plans to scale up the evidence-based practices in additional districts.

Part of Ohio's Early Literacy Plan includes work with pilot districts to leverage resources, such as parent partnerships, teacher capacity, and state systems of support, over the next several years to achieve high student results. The goal is to have more students with disabilities reading proficient or above by the third grade and to have students with disabilities ready for college, careers and/or independent living. To achieve this goal, districts are working towards the following results:

- High-quality instruction that is more accessible;
- A language-rich environment in and outside of school;
- A system that delivers appropriate academic and behavioral supports; and
- Effective literacy instruction and interventions for students with disabilities in less restrictive settings.

Benefits for pilot districts who participate include:

- More teachers will be able to diagnose why students are struggling with foundational language and literacy skills;
- More teachers will be equipped to provide evidence-based core reading instruction for all students;
- Student reading success will help reduce disciplinary incidences and dropout rates;
- More students will read at grade level and be on track to complete school and be ready for college and careers; and
- Reading success will increase graduation rates by improving college and career readiness for students with disabilities.

The systems and structures being developed for implementation of early language and literacy will be used to drive expansion and capacity in literacy instruction across all ages and content areas and comprehensive implementation of multi-tiered systems of support and universal design for learning principles from preschool through grade 12.

Ohio expects to take the following actions related to use of federal title funds to support effective transitions from early childhood to early grades:

- Ohio will provide guidance on use of district federal title dollars for early childhood through the early grades
- Ohio will help districts share evidence based research strategies used locally and regionally to support the early childhood to elementary transition
- Early learning and school readiness will be added as an element of the district local needs assessment.
- If a district has less than 75 percent of students demonstrating and approaching readiness score bands of the Kindergarten Readiness Assessment (i.e., top two KRA score bands), then the district will be asked to address their plan for early learning and school readiness in their local improvement plan.
- Districts with wide achievement gaps in vulnerable populations at grades kindergarten and grade 3 will be asked to include early learning and school readiness support strategies in their local improvement plans.
- If districts fail to meet certain gap closing thresholds, the Department may ask districts to use their federal title funds to support early learning and early grades including but not limited to the following ways:
 - Title I: Support preschool education, family engagement, and common professional development for teachers and principals/administrators of the elementary building including preschool within the district and for feeder early childhood program staff (i.e., child care or community centers).
 - Title III and Title IVa: Direct support services for early childhood
 - Title IVe: Family engagement related to early childhood
 -

Birth to Five Standards: are available here: <http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards>

K-3 Standards: available here: <https://education.ohio.gov/getattachment/Topics/Early-Learning/Early-Learning-Content-Standards/Ohio%E2%80%99s-Kindergarten-Through-Grade-3-Learning-and-D/K-3-Standards.pdf.aspx>

To provide well-rounded and supportive education for all students, school districts and buildings need to incorporate or expand improvement processes to address topics beyond academic supports alone. This requires a systemic approach to address all conditions for learning, including non-academic indicators such as safe and supportive school climate, positive behavioral interventions and supports, social-emotional learning, and family, school, and community partnerships.

Ohio has established inter-agency and cross-agency work groups to support the well-being of children and youth in our preschools and schools. Efforts have focused on building a foundation for providing a well-rounded and supportive education for all students, including:

- Implementation of social-emotional learning standards for birth through age five;
- Implementation of kindergarten through grade three social-emotional learning standards;
- Mental health collaborative work through Safe and Healthy Schools and Project AWARE; and the
- Implementation of Positive Behavior Interventions and Supports.

Through collaborative efforts between the Department, the 16 regional SSTs and mental health partners, Ohio is developing a system of support to create positive conditions for student learning. This work is supported by federal grant awards from the USDOE and Substance Abuse and Mental Health Services Administration (SAMSHA), as well as the Center for Academic and Social-Emotional Learning (CASEL) technical assistance award for Ohio as a collaborating state. Using established networks and processes, districts are able to expand their systems of support to students.

The intended outcome of Ohio's collaborative efforts is to actively support the social-emotional well-being and improve learning outcomes for all students. Decreasing incidents of bullying, harassment, and intimidation; reductions in the use of discipline practices that remove students from classrooms; and reducing the use of aversive behavioral interventions that compromise the health and safety of children will serve as benchmarks along with measures of student learning and measures of school climate.

The Department's strategies are integrated and taken as a whole and provide a comprehensive system of support for providing a well-rounded supportive education. With PBIS as the framework, social-emotional learning, positive school climate, and mental health awareness and support become the strategies in support of the system.

The PBIS framework capitalizes on existing leadership team structures established through the Ohio Improvement Process. District, building and teacher teams are supported by the PBIS Network of trainers and facilitators in the cyclical process of analyzing data, determining areas of improvement, and developing, implementing and monitoring a plan.

Ohio is utilizing the following strategies to provide a well-rounded supportive education for all students:

Implementation of the PBIS Framework

The Department is implementing PBIS as the framework of support for improvement in the areas of school climate and defining a tiered system of support. Resources to support leadership team decisions are being developed, professional learning is provided to school district staff, information is shared with families and the design is specific to district and school prioritized needs. With a focus on establishing positive school climate, teaching is the focus of the PBIS tiers of support. Ohio's PBIS Network is a critical partner in the ongoing development, evaluation of effectiveness, and capacity-building within the state.

Specific areas of focus within the PBIS implementation of tiered supports include a pilot program on motivation and engagement of students as well as the Interconnected Systems Framework (ISF) that connects PBIS with community behavioral/mental health. ISF provides a system for developing district and schoolwide behavioral health policies and procedures. This includes policies for teaching staff mental health awareness, trauma sensitive school approaches, as well as creation of policies that outline clear and consistent procedures for community behavioral health referrals and interventions from community agencies.

PBIS Recognition. The Department has developed a recognition system to support districts to implement positive behavior interventions and supports with fidelity. An annual conference is convened to showcase exemplar practices by school teams that address the principals of PBIS and recognizes school and district efforts to integrate school climate, discipline practices and social, emotional and behavioral needs of all students. State Support Teams observe and validate school implementation to recognize gold, silver and bronze awards at the annual conference.

Collaborating States Initiative with CASEL

Ohio is a selected member of the Collaborating States Initiative sponsored by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The goals of Ohio's plan are threefold:

1. Promote the integration of Ohio's existing kindergarten-grade 3 standards for social and emotional learning into the regular instructional practices and supports provided by school counselors, educators, principals and administrators through the development and delivery of professional learning and resources to support implementation.
2. Evaluate whether Ohio should implement social and emotional learning standards in grades 4 through high school.
3. Update Ohio's school climate guidelines, resources, and professional development

As a participant in the Collaborating States Initiative, the Department is further developing the resources and tools needed for implementation of a multi-tiered system of support within the PBIS framework.

Middle School to High School

As discussed in Section 3, all Ohio middle school students that are prepared for advanced coursework may take high school courses for credit, and take the aligned end of course assessment.

Additionally, middle school students may qualify to participate in the College Credit Plus program to earn college credits.

Career Pathways

Ensuring that educators can easily make connections between the core academic standards and competencies required for students to successfully complete technical coursework and industry credentials is vital to the transformation of Ohio's education system. In order to support educators in the integration of technical and academic content standards, Ohio plans to build a web-based tool that creates customized standards documents for Ohio educators. This tool will allow local school districts to design model courses of study to meet local educational and workforce needs while also ensuring that academic content standards are being taught.

Imagine a high school biology teacher who wants to help students prepare for the State Tested Nurse Aide (STNA) credential. Using the standards integration tool, that teacher would be able to identify the intersection between academic content standards and the competencies required for the STNA credential. Educators will also be able to access an online course designed specifically for their content area that provides teachers with the strategies necessary to ensure high quality technical instruction, and make real world connections to their academic content.

College and Career Ready Graduation Requirements

In 2015, Ohio set high expectations for all students to ensure students leave high school ready for college and careers. All students must complete course credits, take seven required state tests, and then may earn a diploma through one of three options. The 20 course credits include:

- English language arts (ELA) – 4 units;
- Health – ½ unit;
- Mathematics – 4 units;
- Physical education – ½ unit;
- Science – 3 units;
- Social studies – 3 units; and

- Electives – 5 units

The seven required state tests include:

- English I, English II
- Algebra I or Integrated Math I
- Geometry or Integrated Math II,
- Biology for class of 2019 and beyond (or Physical Science for class of 2018),
- American History and American Government.

The three options students have for earning the diploma are:

1. Accumulate 18 points based on performance on seven state tests;
2. Earn a college readiness score on a state approved national college admissions test; or
3. Earn an approved, industry-recognized credential and obtain a work-readiness score on a job skills test, WorkKeys.

The graduating class of 2018 will be the first to be held to these new, higher graduation standards. Some schools and districts have expressed concern that many of their students are not on-track to an on-time graduation. As a result, at its December meeting, the State Board of Education's Standards and Graduation Committee discussed Ohio's graduation requirements at length. The committee, and ultimately the full board, passed a resolution to direct the Superintendent of Public Instruction to create a work group to review the graduation requirements and consider any alternative approaches as they relate to the class of 2018. The superintendent will present a recommendation to the Standards and Graduation Committee by the April 2017 board meeting. As the State Board and Department work through this process, schools should continue to support students in meeting one the three existing pathways for graduation.

Dropout Prevention and Recovery

Stakeholders continue to emphasize the needs of vulnerable students who have either dropped out of school or are at risk of doing so. It's important that we have a coherent strategy to ensure that all students leave high school prepared for success.

Graduating all students prepared for success is a critical piece of the vision for Ohio's education system. Unfortunately, nearly 20 percent of the Ohio Class of 2015 failed to earn a high school diploma within four years of entering high school. Over time this graduation gap left Ohio with approximately 10 percent of its adult population aged 25 and over without a high school diploma or its equivalent.

The Department proposes multiple strategies to begin to close this gap and improve the graduation rate for Ohio students. Initiatives include:

- Expansion of the number of districts participating in the Student Success Dashboard pilot, which uses data to target students that are at-risk for dropping out.
- Leveraging the existing Alternative Education Challenge Grants to improve outcomes for at-risk students including more aligned coordination with required school improvement plans.
- Using recommendations from the State Superintendent's Dropout Prevention and Recovery Advisory Committee to develop a specifically-designed, evidence-based improvement protocol for Ohio dropout recovery charter schools (referred to as "community schools" in Ohio) identified for comprehensive or targeted support.

- B. The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.**

The state provides rigorous content learning standards in the areas of English language arts, mathematics, science, social studies, world languages, fine arts, technology, financial literacy and physical education. Ohio's Learning Standards are designed to support deeper content knowledge and promote application in authentic ways at all cognitive levels.

The content standards in each area are supported by model curriculum developed to provide additional detail to the learning standards through content elaborations and expectations for learning as well as instructional strategies to support the teaching and learning of Ohio's Learning Standards.

The learning standards represent a paradigm shift for both students and teachers and create a need for robust professional development to support teachers' use of the standards and the model curriculum. This plan for professional development includes training for all teachers including those teachers working with students with disabilities, English Language Learners, students who are economically disadvantaged and students identified as gifted in the use of the standards and the model curriculum.

The state is now completing an updated process for Ohio educators to provide input about any needed improvements to Ohio's Learning Standards and will continue aligning all support materials, including the model curriculum, to any changes. Links to the standards and model curriculum are provided below.

Ohio's Learning Standards: <http://education.ohio.gov/Topics/Ohios-Learning-Standards>

Model Curriculum and supporting materials

English Language Arts: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/English>

Mathematics: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Mathematics>

Science: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Science>

Social Studies: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Social-Studies>

Technology: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Technology>

World Languages: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Foreign-Language>

Fine Arts: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Fine-Arts>

Financial Literacy: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Financial-Literacy>

Physical Education: <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Physical-Education>

Ohio has a diverse student population representing multiple subgroups of students. As outlined in the school improvement plan, the Ohio Department of Education brings a specific focus on vulnerable, underperforming groups of students through both systemic and systematic efforts focused on the needs of students in the communities where they live. Universal design for learning and multi-tiered systems of support will provide the structural foundation for implementation of both academic and/or career and technical standards leading to more youth graduating with regular high school diplomas. To achieve greater transparency and understanding of how students are exiting high school, Ohio will continue to explore a system of tiered diplomas, including the possibility of an alternate diploma for students with significant cognitive disabilities. Specific areas and strategies of focus are outlined in Section 6.1A including efforts to support early literacy, Positive Behavior Intervention and Supports, social and emotional standards and school climate guidelines.

The Ohio Department of Education seeks to improve the quality of special education services to Ohio students. Both accountability and transparency are needed to ensure a meaningful system of education and support for Ohio's students with disabilities. In alignment with school improvement efforts and accountability measures, the Department will provide direct and focused support to districts in providing students with disabilities with equitable access to a well-rounded education. The following strategies are provided in support of students with disabilities as part of an overall system of support:

- A formalized system of multi-tiered supports and use of evidence-based practices will be developed to support vulnerable students in Ohio's school districts. Systems of support include:
 - A focus on professional learning for educators of preschool and primary age children on early language and literacy development with the support of embedded coaches.
 - Continued expansion of public preschool programs.
 - Professional learning and support for universally designed instruction and assessment to make academic content and learning environments accessible to all students.
 - Professional learning and guidance in the implementation of Positive Behavior Interventions and Supports/Positive School Climate.
 - Implementation of school based mental health and behavior support services.
- Career Preparation for Students with Disabilities
 - Continue to develop accessible career and technical education programs that lead to a meaningful credential and employment or additional postsecondary training/education.
 - Continue to expand career development and preparation related services in collaboration with Opportunities for Ohioans with Disabilities to support transition from high school and prepare students for further education, training and/or employment.
- Focus on state assessments and benchmarks as indicators of performance and growth for students with disabilities
 - "Benchmarks" for the performance and growth of students with disabilities will be established as part of Ohio's state plan for accountability.
 - Targets/Benchmarks are established by the State Advisory Panel for Exceptional Children as required by the Office for Special Education Programs under the IDEA. Indicators address both compliance and performance. For example, child find, transition, least restrictive environment, academic achievement, and graduation are among the indicators measured annually.
- Continuous improvement in Ohio's general supervision of IDEA requirements including monitoring and technical assistance processes
 - A tiered system of monitoring will be implemented for all districts in Ohio with monitoring based on data related to indicators of compliance and performance conducted annually for each district.
 - The Department's Office for Exceptional Children will convene an advisory group for review and recommendations related to redesign of current intensive monitoring processes to focus on results and performance.
 - Both system wide data and individual student data/documentation will be used to inform improvement efforts and corrective action related to services and supports for students with disabilities.
 - Prioritized areas of support and monitoring will be determined based on annual review of Department data, feedback from stakeholders, and changes to state and federal requirements. This may require updated and "on-time" data collection systems.
 - Establishing of both timelines and performance related to identified areas for improvement and demonstration of compliance in areas where non-compliance is found as part of the planning, implementation and monitoring for each district.
 - Training in the implementation of new systems of monitoring and support will be provided.
 - The system of general supervision will be reviewed and revised on an established schedule with the advisory group.
 - The Office for Exceptional Children has an Urban Support Team that currently has four full time staff members and will expand to 13. The team's efforts are focused on providing intensive support services and monitoring to Ohio's 8 large urban school districts with embedded, ongoing support provided in alignment with school improvement efforts and focused on the needs of students with disabilities.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:**

- i. Incidents of bullying and harassment;
- ii. The overuse of discipline practices that remove students from the classroom; and
- iii. The use of aversive behavioral interventions that compromise student health and safety?

☒ Yes. If yes, provide a description below.

☐ No.

A portion of state, Title IV, Part A funds will be used to support related activities such as the piloting of school climate surveys.

- D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?**

☒ Yes. If yes, provide a description below.

☐ No.

A portion of state, Title IV, Part A funds will be used to support related activities to support the effective use of technology.

- E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?**

☒ Yes. If yes, provide a description below.

☐ No.

A portion of state, Title IV, Part A funds will be used to support related activities including reimbursement for low-income student accelerated learning examination fees.

6.2 Program-Specific Requirements.

- A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

- i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Ohio will develop a process with stakeholder input that permits the issuance of schoolwide waivers in instances where schools can demonstrate that economically disadvantaged students have previously made sufficient improvement using reform strategies in a schoolwide program. In order for a school to receive this waiver, they must demonstrate a schoolwide reform plan that shows how Title I and other resources will be used to meet the needs of the school based upon the results of the Decision Framework and implementation of the Ohio Improvement Process to meet the year of planning requirement. Schools will need to complete the planning requirements outlined in ESSA section 1114(b) in order to receive this waiver. They will also need to provide a justification for implementing a particular schoolwide model along with an assurance that the school will ensure academic supports for at-risk students within the school. The Office of Federal Programs and Office of Improvement and Innovation will review waiver requests based on the quality of the plan and continued use of a schoolwide model focusing on reaching target growth measure(s). Schools that do not meet expectations for their economically disadvantaged

subgroup in the Gap Closing component from the most recent Ohio School Report Card are ineligible to apply for this waiver. Community schools in their first year of implementing a Title I program are also ineligible to apply for a waiver.

B. Title I, Part C: Education of Migratory Children.

- i. **Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.**

The Ohio Migrant Education Center (OMEC) provides services to Ohio districts, including assisting with recruitment and identification of migrant students. OMEC coordinates all statewide identification and recruitment of all eligible migratory students, including the identification of migrant housing in each area of the state. OMEC provides technical assistance to all Title I-C Migrant program data reporting to the Migrant Student Information Exchange (MSIX). The Department collaborates with OMEC to collect and review data related to migrant education for the Consolidated State Performance Report (CSPR). OMEC attends numerous group meetings throughout the year with partner agencies to learn what services are available in the different counties and regions in the state. Demographic and mobility trends are shared to help target services more effectively to migrant families.

The Ohio Department of Education uses our Education Management Information System (EMIS) to collect data related to migrant students. More specifically, Ohio's recruitment season begins in April when recruiters begin their thorough state Identification and Recruitment (ID&R) training. Recruiters make their rounds in their assigned areas to identify any families that may have arrived in the spring. Recruiters take this time to post Title I-C related information in the migrant camps so families know how to reach out for services. Throughout the season, recruiters follow up with leads received via the Migrant Education Program (MEP) lead form. This process allows school districts to report students they believe are migrant, but have not yet been identified through a Certificate of Eligibility (COE). The process begins with a district completing an MEP lead form that is accessible on the Ohio Migrant Education Center (OMEC) website. The recruiter sets up a face-to-face interview with the family and documents their eligibility for Title I-C services on a COE. Leads are closed after the recruiter has completed the interview, made an eligibility determination, and reported the results to the district.

As the regular school year comes to an end and summer MEPs begin to organize, copies of the completed COEs are shared with the MEP director so that they know who the eligible migrant students are and where they live. This includes preschool migratory children and migratory children who have dropped out of school. Additionally, any COEs from families identified in non-project areas are forwarded to the IMAGE (Improving Migrant Academic Gain Educationally) program, which arranges home-school services through an IMAGE teacher. OMEC establishes new district contacts and provides leads on migrant families in parts of the state where migrant-related activities do not exist.

- ii. **Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.**

The following methods are currently used to assess the unique educational needs of migratory students, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school:

- Parent survey on student needs and a parent post survey to evaluate services
- OMEC teacher survey
- Classroom observations
- San Diego Quick Assessment for Preschoolers,
- IDEA Proficiency Test (IPT) Language Assessment; and Language Arts Needs Assessment form; Mathematics Needs Assessment form

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

Ohio works collaboratively with districts that offer migrant students summer and fall programs to ensure that the Title I-C migrant funds are being spent effectively to meet the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school. This includes technical assistance visits, on-site reviews, spring and fall trainings for the Title I-C directors, and two-day teacher in-service each summer. Additional health and social service needs are identified and addressed in the state needs assessment in order for migratory children to participate effectively in school, through the full range of services that are available for migratory children from appropriate local, state and federal educational programs.

Migratory children participate in additional qualifying Title I-A services offered for the at-risk students, in addition to services for the homeless, special education and English Learner services, as long as they qualify for such services and if they are being offered in the local education agencies.

Through the activities listed above, districts will be provided with additional support that is data-driven and aligned with improvement activities. Districts receiving funds will conduct a needs assessment based on state and local data (including achievement and progress data) to identify opportunities for development. As part of Ohio's evidence-based system, districts will choose appropriate interventions based on their needs assessment then align resources appropriately. Ohio's State System of Support and regional partners will assist districts with strategically aligned funding to evidence-based interventions and the implementation of the chosen interventions. In order to provide a more robust and integrated set of supports, interventions under this part should be aligned to goals and strategies identified through Ohio's Multi-Tiered System of Supports which utilizes an in-depth needs assessment to identify unique challenges and opportunities for districts.

Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

Ohio uses Title I-C funds to promote interstate and intrastate coordination of services for migrant students through multiple activities, including administering the Texas assessments; sharing records, data, and information; and participating in national meetings.

Ohio supports migrant students by offering the Texas STAAR assessment. The Texas Migrant Interstate Program (TMIP) trains and certifies Ohio's summer teachers in proctoring the Texas STAAR assessments to the shared fifth and eighth grade Texas middle school students and the end-of-course (EOC) exams to the Texas high school students.

An example of how Ohio uses Title I-C funds to promote intrastate coordination is through the Odysseyware program, which is an online program that is used in Ohio's migrant summer program as a secondary credit recovery tool. Ohio uses the Migrant Students Information Exchange (MSIX) as a viable tool for records exchange that allows states to share educational and health information on migrant children who travel from state to state and who, as a result, have student records in multiple states' information systems. Ohio's transfer records coordinator offers ongoing trainings on the use of the MSIX system for summer transfer records clerks, migrant recruiters, and non-migrant regular school personnel. Additionally, transfer records clerks are trained to complete a transfer record or secondary credit form on each student served with MEP funds to document the educational needs of each migrant student and the MEP services provided to address those needs. This information, including information on health is a critical part of the data that is uploaded into MSIX. The accuracy and timely submission of this data is essential in the educational continuity of migrant students.

Ohio is also involved in the Interstate Migrant Education Council (IMEC). IMEC is an organization made up of state directors of migrant education who meet quarterly to discuss national policy issues that affect Title I-C Migrant. Through IMEC, experienced migrant state directors offer to mentor new state directors to assist them in making the transition to migrant education. The IMEC meetings provide professional development opportunities for state directors of migrant education. The Texas Migrant Interstate Program (TMIP) hosts its Secondary Credit Accrual Meeting each year in McAllen, TX. The purpose of the meeting is to bring representatives from out-of-state migrant programs to meet with migrant school counselors from throughout the state of Texas. This gives Ohio's program directors the opportunity to address any secondary credit recovery issues that our shared migrant students may be experiencing. TMIP also offers the out-of-state representatives the chance to visit some of the school districts in the area to meet face-to-face with students and staff. IMEC also attends numerous group meetings throughout the year with partner agencies to learn what services are available in the different counties and regions in the state. Demographic and mobility trends are shared to help target services more effectively to migrant families. IMEC partners with the Farmworker Agencies Liaison Communication and Outreach Network (FALCON), which is a coalition of around 20 governmental agencies and advocacy groups that work on behalf of the migrant population that travels to Ohio to work in the fields annually. FALCON is committed to serving Ohio's migrant and seasonal farmworkers and agricultural employers by engaging and supporting the dignity of productive work, healthful working and living environments, education, networking, legal assistance, and spiritual outreach.

- iv. **Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.**

Based on Ohio's MEP Comprehensive Needs Assessment and the evaluation data, the Department has identified five priorities for all migrant students, including preschool migratory children and children who have dropped out of school:

- 1) Schools and districts will meet Ohio's interim and long-term proficiency goals in English language arts. Data has been gathered using state assessments, teacher ratings for reading and language arts (Language Arts Needs Assessment), with parents rating reading as the most important academic need, and MEP administrators and teaching staff with various levels of access to reading curricula that are tied to assessments.
- 2) Schools and districts will meet Ohio's interim and long-term proficiency goals in math. Data has been gathered using state assessments, teachers' ratings, parents rating math as one of the top three most important academic needs, and MEP administrators and teaching staff with access to math curricula that are tied to assessments.
- 3) Increase the English language proficiency of migrant students aligned to Ohio's interim and long-term proficiency goals. Data collected through the Innovative Differentiated English Activities (IDEA) Proficiency Test (IPT), pretest and post test scores has indicated that the lack of English language proficiency is significantly impacting achievement in both reading and math at all grade levels.
- 4) Support the Health and Social Service Needs of migrant families, which affects the ability of migrant students to effectively participate in school and achieve proficiency in core content. Data to support this priority was gathered from families' surveys, and their perceptions of their health and social support needs.
- 5) Increase Secondary Credit Accrual and Recovery for Migrant Students. Students will be offered the Portable Assisted Student Sequence (PASS) Kit instruction that offers semi-independent study courses designed to help students in grades 7 through 12 to get on track to graduate, in addition to other online curriculum to help students gain secondary credit.

v. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

Ohio will utilize Title I, Part C to assist districts in meeting the state's interim and long-term goals for migrant students in English language arts.

Ohio will pursue several strategies on a statewide basis to achieve such objectives and outcomes:

- 1) All MEP teaching staff will be trained on how to administer a standardized ELA and mathematics progress monitoring assessment;
- 2) MEP sites will provide ELA and mathematics direct instruction that is aligned with Ohio's Learning Standards.
- 3) iReady individualized skill-building online modules will be provided in reading and mathematics as supplemental instructions for migrant students in grades K-8.
- 4) All high school summer MEP students who have not received credit for Algebra I will be provided Algebra I instruction with either PASS kits or online secondary credit accrual curriculum software.

- 5) MEPs will send additional ELA materials home through "Reading is fundamental" and other core curriculum.
- 6) OMEC will offer health fairs for each MEP site that will include dental and vision screening.
- 7) MEPs will incorporate social support activities into their family nights.
- 8) MEP teaching staff will be trained in Odysseyware, and all sites will offer Odysseyware courses for students who need to gain or recover secondary credits.
- 9) MEP secondary staff will offer the Portable Assisted Student Sequence (PASS) Kit instruction that offers semi-independent study courses designed to help students in grades 7 through 12 to get on track to graduate, in addition to other online curriculum to help students gain secondary credit.

In order to provide a more robust and integrated set of supports, interventions under this part should be aligned to goals and strategies identified through Ohio's Multi-Tiered System of Supports which utilizes an in-depth needs assessment to identify unique challenges and opportunities for districts.

- vi. **Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.**

Ohio's MEP is a summer and/or fall program, but districts engage in year-long activities. MEPs at the district level continue to hold parental involvement nights; health fairs for the migrant students and their parents; and continue to send out parent surveys to discuss the various needs for the migrant families and students.

- vii. **Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:**
 1. **The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and**
 2. **When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.**

The student's qualifying arrival date (QAD) is a major factor when determining school interruption. If that QAD falls between Sept. 1 of the previous school year and Aug. 31 of the current (or most recent school year), then a school interruption has taken place. If, however, the QAD is after Aug. 31, we refer to the Possible School Interruption (PSI) list, which contains names of migrant students who were enrolled in the fall of the previous school year. If the child is on the PSI list, then that proves that he/she was in our state earlier in the same reporting year. This process catches any school interruptions that happened in the fall when migrant students returned to their home base states. The following factors have been identified as common barriers to student education in Ohio regarding the students at risk of failing:

- The student has a current Individualized Education Plan (IEP);
- The student's grade placement is not appropriate;

- The student received an LES (Limited English Speaking) or an NES (Non-English Speaking) designation on the oral IDEA Proficiency Test (IPT) or an LER (Limited English Reader) or an NER (Non-English Reader) designation on the reading IPT assessment;
- The student received a letter grade of D or F in the most recent report card in at least one of the four core subjects (English, Math, Science, and Social Studies);
- The student failed at least one section of the Texas STAAR, Florida FCAT, or other state assessment;
- The student was retained in the same grade for the following school year; the student is an out-of-school youth. Any child that is impacted by any at risk factors listed above are considered at risk of failing in Ohio.

The recruiter documents the QAD on the certificate of eligibility, which is then sent to the school confirming eligibility for the Title I-C services. The transfer records clerk transfers the QAD information to the Priority for Services form verifying that there was a school interruption. If the QAD is after Aug. 31, the transfer records clerk will check the Possible School Interruption list to see if there was a possible school interruption in the fall of that same funding year. Then the teacher assesses if any factors on the At Risk of Failing list can be applied to that student. If one or more of the At Risk of Failing factors are checked, the teacher identifies the migrant student as at-risk of failing.

Once a migrant student meets both criteria for priority for services, the student is given priority for services status by his/her migrant teacher. Within five business days, the migrant teachers document which students in his/her class are priority for services and create an individualized plan to address the factor(s) that makes each student at-risk of failing. The teacher is required to record the types of supplemental services and resources that were provided to each priority for service student.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.**

As Ohio engaged stakeholders, one frequent topic of discussion was supports for vulnerable youth--specifically regarding youth who come in contact with the juvenile justice system. Two major areas of concern were identified as part of stakeholder engagement: Lack of communication/coordination between districts and juvenile justice/neglected centers and lack of formalized policies/procedures for youth as they transition to and from juvenile justice settings. To address these two areas of concern, Ohio proposes the following goals for Title I, Part D.

GOAL 1: By school year 2018-2019, all districts within the state of Ohio will have policies/procedures in place to ensure all students that come in contact with the juvenile justice system have access to quality educational programs and are provided the necessary support to succeed in a secure setting, as they transition back to the classroom or employment and beyond.

GOAL 2: By school year 2019-2020, show increases in academic performance measures by youth who have come in contact with the juvenile justice system and increases in attainment of regular high school diplomas.

To achieve our goals, Ohio is proposing the following strategies as part of the state plan submitted under ESSA.

In order to comply with ESEA 1414(a)(2)(E)(i-ii), the Department will require all districts to identify a single point of contact for youth in the juvenile justice system. This person will be responsible for:

- Communicating with local detention and other treatment facilities regarding student placement;
- Assisting in the transfer of student records (including IEPs);
- Assisting in the transfer of credits;
- Serving as a liaison between the district and the local juvenile court;
- Developing transition plans for students returning from the juvenile justice system;
- Attending training on supports for students returning from detention or other secure facilities; and
- Coordinating with local state agencies and other districts within the state of Ohio on the educational needs of students in the juvenile justice program. This person can be the foster or homeless care contact.

Districts will be required to describe in their local plan the supports the district has in place for youth who transition from the juvenile justice system back to the classroom or higher education/vocational training. This plan will describe the process/procedures the district will implement to assist students transitioning from a juvenile detention center and how a transition plan will be developed to assist students on re-entry. The plan will outline how districts will provide opportunities to participate in grade-appropriate coursework. Districts must also outline how they will work with students to obtain a regular high school diploma when applicable.

To assist districts with ensuring plan requirements under Section 1111 in the area of neglected or delinquent youth, the Department will create a Correctional Education Consultant (CEC) who will develop monitoring protocols to ensure districts comply with Ohio Revised Code (ORC), IDEA and ESSA related requirements for youth in juvenile detention to be used by various Department program offices. The CEC will be responsible for developing best practices, resources and research issues related to youth in juvenile detention. The Department will work with awarded districts for Title I, Part D Subparts 1 and 2 on program outcomes and how Title I, Part D funds can be used to improve outcomes for served students. The Department will explore reserving a portion of the Title I, Part D, Subpart 2 funding for delinquent youth to create a competitive grant for eligible districts. The new competitive grant will serve as a resource to help all identified district personnel with the development and implementation of transition plans and help close communication gaps between juvenile justice centers and districts.

- ii. **Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.**

The goals and strategies outlined in (i) serve as our commitment for program outcomes for Title I, Part D: Meet Ohio's interim and long-term proficiency and graduation goals. Ohio is committed to ensuring attainment of a regular high school diploma for students' transition into and out of detention facilities. Ohio will spend school year 2017-2018 implementing and will use that year to improve reporting elements within our education management information system (EMIS) to ensure all adjudicated youth are properly identified. By developing consistent policies/procedures across the state for all districts, creating and hiring our CEC and providing more training to all districts on supports for adjudicated youth, Ohio will be in a better place to track and determine student growth/graduation rates for students in the juvenile justice system across the state, not limited to the Title I, Part D funded districts.

D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.

- i. **Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:**
 1. **Include a score of proficient on the State's annual English language proficiency assessment;**

2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
3. Not include performance on an academic content assessment.

Ohio has a two-step process of ensuring proper identification of English learners (ELs) during enrollment:

1. The Home Language Survey is the primary tool used to identify language backgrounds other than English of all students.
2. The English language proficiency screener measures proficiency in reading, writing, listening and speaking of students identified with language backgrounds other than English.

The Department is currently working with stakeholders across the state to increase the reliability of the EL identification process including consistent use of the home language survey and improved communications with parents and guardians. In the 2017-2018 school year, Ohio will introduce a new state developed English learner screener to help standardize the identification process. The new screener aligns with the Ohio English Language Proficiency Assessment (OELPA) and the Ohio English language proficiency standards.

An English learner is reclassified, or exited, when the student has attained a performance level of Proficient on the OELPA – which is equivalent to scoring any combination of 4s and 5s across all four test domains. Former English learners (reclassified as former EL) will be included in the Title I reporting and accountability for four years after their reclassification from English learner.

E. Title IV, Part B: 21st Century Community Learning Centers.

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

Title IV, Part B, and other federal funds will be used to support community learning center's efforts in academic and social emotional learning. These funds will be used to extend learning, provide opportunities for character development, and provide community education initiatives which can mitigate the unique challenges faced by communities. 21st Century subgrantees will use funds for programming designed to offer additional support to students in special education, identified as homeless, students with disabilities, foster care, English learners and migrant. There are professional development sessions to assist program treasurers and 21st Century program managers suggesting ways to coordinate funding to ensure robust programming. This approach will allow Ohio to build a sustainable model for school districts and community organizations.

In addition, the Title IV, Part B funds per the law will be used to:

- (A) Monitor and evaluate programs and activities by using and ensuring compliance to federal and state guidelines.
- (B) Provide capacity building, training, and technical assistance by using a peer to peer process where grantees learn from one another's successes and challenges.
- (C) Conduct a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities.
- (D) Provide training and technical assistance to eligible entities that are applicants for or recipients of grant awards.
- (E) Ensure any eligible entity that receives an award under this part from the state aligns the activities provided by the program with the challenging state academic standards.
- (F) Ensure that any such eligible entity identifies and partners with external organizations, if available, in the community.

- (G) Work with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs.
- (H) Coordinate funds received with other federal and state funds to implement high-quality programs.
- (I) Provide a list of prescreened external organizations.

ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

The 21st Century Community Learning Center program provides opportunities for children who come from economically disadvantaged families and attend low-performing schools to receive academic supports. The Department's Office of Improvement and Innovation and Office of Federal Programs administers the 21st Century Community Learning Center (CCLC) grant. This federally funded grant program supports high-quality, out-of-school learning opportunities and related activities for students who attend eligible schools. For the 2016-2017 school year, Ohio used the flexibility provided by the U.S. Department of Education to make changes in the grants.

There were two paths for a grant in the 2016-2017 school year. Eligible applicants could apply for up to three awards in any path combination.

1. The Department will continue to fund the various local 21st Century Community Learning Center programs that have been awarded multiple-year grants through the period of the grant award. No grant recipient is losing money that has been awarded, and the U.S. Department of Education is not ending the grant program.
2. While the existing grants that have been awarded will continue to receive funds, the Department is postponing the awarding of new grants while we work with stakeholders to align the priorities of the 21st Century Community Learning Center grant competition to Ohio's plan under the Every Student Succeeds Act (ESSA). Since grants are made for 3-5 year periods, it is important that future program specifications and applications align to state and local ESSA plans and priorities. We expect to move in an expedient fashion to accomplish this.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

Stakeholders in Ohio have emphasized the need to have a coherent approach to supporting rural schools which leverages the opportunities in ESSA to target strategies and resources. Ohio will support its rural schools through targeted and coordinated regional efforts. School improvement initiatives will be strengths-based and culturally sensitive to meet the unique needs of each district. Ohio will support rural education by:

- Developing partnerships in the Appalachian region of the state.
- Designating a Rural Education Liaison in the Office of Improvement to coordinate school improvement initiatives.
- Ohio will utilize Rural Education Achievement Program (REAP) grants to assist rural districts in meeting the state's interim and long-term goals. Through the activities listed above, rural districts will be provided with additional support that is data-driven and aligned with improvement activities. Districts receiving REAP funding will conduct a needs assessment based on state and local data (including achievement and progress data) to

identify opportunities for development. As part of Ohio's evidence-based system, districts will choose appropriate interventions based on their needs assessment then align resources appropriately, including REAP monies. Ohio's Multi-Tiered System of Support, in addition to Ohio's Rural Education Liaison, and regional partners, will assist rural districts with strategically aligning REAP and other federal funding to evidence-based interventions and the implementation of the chosen interventions.

- Leveraging the Title II set aside for professional development to support the needs of educators in rural schools.
- Targeting 21st Century Learning Center grants to rural schools.
- Providing technical assistance in selecting evidence-based improvement strategies.
- Build a peer-to-peer network to connect high performing districts with similar districts to model professional development, curriculum, instruction, and school improvement activities.

Ohio will utilize Rural Education Achievement Program grants to assist rural districts in meeting the state's interim and long-term goals. Through the activities listed above, rural districts will be provided with additional support that is data-driven and aligned with improvement activities. Districts receiving REAP funding will conduct a needs assessment based on state and local data (including achievement and progress data) to identify opportunities for development. As part of Ohio's evidence-based system, districts will choose appropriate interventions based on their needs assessment then align resources appropriately, including REAP monies. Ohio's State System of Support, in addition to Ohio's Rural Education Liaison, and regional partners, will assist rural districts with strategically aligning REAP and other federal funding to evidence-based interventions and the implementation of the chosen interventions.

G. McKinney-Vento Act.

- i. **Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.**

Accurate identification of homeless children and youth is critical to supporting this vulnerable population of students. Every district in the state has a homeless liaison that ensures all district personnel are trained in the identification process of homeless students. The liaison follows district procedures to ensure that McKinney-Vento rights are upheld and services are provided at the district level. The Ohio Department of Education uses our Education Management Information System (EMIS) to collect data related to homeless children and youth.

Additionally, the Department creates and distributes guidance documents, notices and letters summarizing new and existing requirements related to the Education for Homeless Children and Youth program, and shares the McKinney-Vento guidance provided by the U.S. Department of Education through education.ohio.gov (search: McKinney-Vento Resources for Awareness).

- ii. **Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.**

ESSA has created a renewed focus on measuring and reporting the academic performance of some of our most vulnerable students, including those who are homeless. These new requirements will give states and districts detailed information to determine whether students are receiving the support necessary to be successful.

Historically, the McKinney-Vento Homeless Children and Youth Program has guided the work to ensure that homeless children have equal access to the same high-quality educational opportunities as non-homeless children and youth. Ohio will invite applications for the FY2018 McKinney-Vento competitive grant. The one-year grant period allows time for Ohio to better align grant priorities with changes ushered in by ESSA. Grants awarded as a result of the FY2019 competition are expected to cover up to a three-year period.

Additionally the Department, in partnership with the Ohio Balance of State Continuum of Care, was recently awarded a \$2.2 million Youth Homelessness Demonstration Program (YHDP) federal grant through the Department of Housing and Urban Development. This grant will help communities analyze their current response to youth homelessness, assess their commitment to innovation, and build new and stronger relationships with local stakeholders.

The Ohio Department of Education ensures knowledge of the McKinney-Vento law and the ESSA requirements through an annual comprehensive professional development delivery plan. The state coordinator conducts regional meetings throughout the state to present information regarding the law and district responsibilities. The state has a comprehensive plan to provide professional development through multiple conferences throughout the year. The state coordinator participates in collaborative presentations with local and state organizations, as well as outside agencies, including but not limited to Head Start, and the coalition on Homelessness and Housing in Ohio (COHHIO). The state coordinator also participates in providing professional development through the state and national conferences. In addition to "in person" opportunities, many state, national and local agencies host live webinar trainings that provide self-paced trainings that focus on various topics pertinent to the needs of homeless children and youth. Ohio will assist in the integration of new programming through a multi-tiered system of supports.

iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

Educational stability for vulnerable students, particularly those that are homeless, is critical. For many of these students, school may be the only safe, guaranteed, structure in their life. The McKinney-Vento Homeless Assistance Act requires that each state implement a process to review decisions regarding the eligibility, school placement, and enrollment of a homeless student. In the case that a dispute over school placement and enrollment arises in Ohio, the student will be enrolled without delay, provided transportation and ability to participate fully in school activities for the entirety of the dispute. The Department encourages all disputes to be addressed on a local, informal level and provides guidance and resources to support this goal on education.ohio.gov (search: McKinney-Vento Resources for Awareness). If a dispute is unable to be resolved, the state McKinney-Vento coordinator will respond promptly and fairly with a definitive solution aligned with the state's dispute resolution process.

iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

Educational stability for vulnerable students, particularly those that are homeless, is critical. Students experiencing homelessness will not be separated from their peers, and will receive the same opportunities to fully participate as any other student would enjoy. State policies and procedures, outlined on education.ohio.gov (search: McKinney-Vento Resources for Awareness) ensure that students are not

segregated or stigmatized on the basis of their homeless status and there are no barriers to enrollment and attendance in all academic and extracurricular activities.

v. Describe the SEA's procedures to ensure that homeless children and youths:

- 1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**
- 2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and**
- 3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.**

A strong start for our youngest learners is critical to their success in kindergarten and beyond. This is particularly true for young children who are experiencing homelessness. Reports indicate that over 50 percent of the children in shelter situations are under the age of five. Significant outreach needs to occur to ensure these young children are provided with the opportunity to participate in preschool programs administered at the state or district level. The state supports the role of the district liaison in these efforts.

District and school leadership teams will review and revise policies and procedures that may create barriers for identified homeless children and youth from enrolling and actively engaging in all school activities and work to ensure full access for this population of children.

In addition to removing academic barriers to attendance and education, districts liaisons ensure that transportation services are provided throughout the duration of homelessness and for the remainder of the year, even if permanent housing is obtained mid-year.

The state coordinator works closely with the state transportation director, and presents regularly on the McKinney-Vento requirements at transportation conferences throughout the state to ensure policy, procedures and best practices are in place to ensure services are provided at the local level as immediately as possible.

Children and youth that are determined to meet the eligibility requirements under McKinney-Vento are eligible for and will receive school nutrition programs without any paperwork required from families. The district liaison works in collaboration with the food service staff to ensure immediate services are provided.

vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Understandably, it can be difficult for students who are homeless to maintain regular attendance at school, which often leads to these students being chronically absent. Every effort is made by districts to ensure that prompt services are provided to overcome this barrier by providing support through: Title I services, early learning, credit recovery, and access to other college and career readiness opportunities. The state coordinator works with state support teams through the regional system of support to help address local needs through the improvement process.

Non-academic barriers are also a priority and consideration as districts determine how to best provide the stability and consistency these students need to be successful in school. Ohio offers a competitive process

for districts to apply for additional funds to support the academic, tangible and intangible, needs of the population. The applicants are scored according to need and quality of application.

Currently, Ohio has 18 sub-grantees; three Educational Service Centers (Ohio Valley, Athens Meigs, and Lorain), six large urban districts, and nine rural districts and small suburban towns. These grantees create need-specific programming to support the growing population of homeless children and youth. Because the community supports for homeless families vary greatly throughout the state, the sub-grantees programming is very diverse in nature.

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Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

- ☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

APPENDIX TABLE OF CONTENTS

APPENDIX LETTER	DOCUMENT TITLE
A	Measurements of Interim Progress
B	Educator Equity Differences in Rates Tables
C	Educator Equity Extension Plan and Differences in Rates Tables
D	Section 2 Supplemental Documents
E	Section 3 Supplemental Documents
F	Section 4 Supplemental Documents
G	Section 5 Supplemental Documents

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APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

English Language Arts Achievement – Includes Grades 3-8 ELA, ELA I and ELA II											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	55.1%	57.6%	60.1%	62.6%	65.1%	67.6%	70.0%	72.5%	75.0%	77.5%	80.0%
Economic-Disadvantaged	39.3%	42.3%	45.4%	48.4%	51.4%	54.5%	57.5%	60.5%	63.6%	66.6%	69.7%
Students with Disabilities	20.6%	24.6%	28.5%	32.5%	36.5%	40.5%	44.4%	48.4%	52.4%	56.3%	60.3%
English Learners	28.2%	31.8%	35.4%	39.0%	42.6%	46.2%	49.7%	53.3%	56.9%	60.5%	64.1%
African-American	28.8%	32.4%	35.9%	39.5%	43.0%	46.6%	50.2%	53.7%	57.3%	60.8%	64.4%
American Indian or Alaskan Native	49.8%	52.3%	54.8%	57.3%	59.8%	62.4%	64.9%	67.4%	69.9%	72.4%	74.9%
Asian or Native Hawaiian/ Other Pacific Islander	69.9%	70.9%	71.9%	72.9%	73.9%	75.0%	76.0%	77.0%	78.0%	79.0%	80.0%
Hispanic or Latino	40.8%	43.8%	46.7%	49.7%	52.6%	55.6%	58.6%	61.5%	64.5%	67.4%	70.4%
Multi-Racial	49.9%	52.4%	54.9%	57.4%	59.9%	62.4%	64.9%	67.4%	69.9%	72.4%	75.0%
White	61.8%	63.6%	65.4%	67.3%	69.1%	70.9%	72.7%	74.5%	76.4%	78.2%	80.0%

Mathematics Achievement – Includes Grades 3-8 Math, Algebra I, Geometry, Integrated Math I and Integrated Math II											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	58.1%	60.3%	62.5%	64.7%	66.9%	69.1%	71.2%	73.4%	75.6%	77.8%	80.0%
Economic-Disadvantaged	42.4%	45.3%	48.2%	51.0%	53.9%	56.8%	59.7%	62.6%	65.4%	68.3%	71.2%
Students with Disabilities	24.5%	28.3%	32.1%	35.8%	39.6%	43.4%	47.2%	50.9%	54.7%	58.5%	62.3%
English Learners	58.1%	60.2%	62.3%	64.4%	66.5%	68.6%	70.7%	72.8%	74.9%	77.0%	79.1%
African-American	28.8%	32.4%	35.9%	39.5%	43.0%	46.6%	50.2%	53.7%	57.3%	60.8%	64.4%
American Indian or Alaskan Native	50.0%	52.5%	55.0%	57.5%	60.0%	62.5%	65.0%	67.5%	70.0%	72.5%	75.0%

Asian or Native Hawaiian/ Other Pacific Islander	77.5%	77.8%	78.0%	78.3%	78.5%	78.8%	79.0%	79.3%	79.5%	79.8%	80.0%
Hispanic or Latino	44.1%	46.9%	49.7%	52.5%	55.3%	58.1%	60.9%	63.7%	66.5%	69.3%	72.1%
Multi-Racial	51.5%	53.9%	56.4%	58.8%	61.2%	63.6%	66.1%	68.5%	70.9%	73.3%	75.8%
White	65.5%	67.0%	68.4%	69.9%	71.3%	72.8%	74.2%	75.7%	77.1%	78.6%	80.0%

English Language Arts Performance Index Score-- Includes Grades 3-8 ELA, ELA I and ELA II											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	79.7	81.7	83.8	85.8	87.8	89.9	91.9	93.9	95.9	98	100
Economic-Disadvantaged	67.5	69.1	70.8	72.4	74	75.6	77.3	78.9	80.5	82.1	83.8
Students with Disabilities	52.5	54.9	57.3	59.6	62	64.4	66.8	69.1	71.5	73.9	76.3
English Learners	61.8	63.7	65.6	67.5	69.4	71.4	73.3	75.2	77.1	79	80.9
African- American	59.3	61.3	63.4	65.4	67.4	69.5	71.5	73.5	75.6	77.6	79.7
American Indian or Alaskan Native	76.2	77.4	78.6	79.8	81	82.2	83.3	84.5	85.7	86.9	88.1
Asian or Native Hawaiian/ Other Pacific Islander	91.5	91.9	92.4	92.8	93.2	93.6	94.1	94.5	94.9	95.3	95.8
Hispanic or Latino	68.7	70.3	71.8	73.4	75	76.5	78.1	79.7	81.2	82.8	84.4
Multi-Racial	75.9	77.1	78.3	79.5	80.7	81.9	83.1	84.3	85.5	86.7	88
White	84.8	85.6	86.3	87.1	87.8	88.6	89.4	90.1	90.9	91.6	92.4

Mathematics Performance Index Score -- Includes Grades 3-8 Math, Algebra I, Geometry, Integrated Math I and Integrated Math II											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	80.3	82.3	84.2	86.2	88.2	90.2	92.1	94.1	96.1	98	100
Economic-Disadvantaged	67.9	69.5	71.1	72.7	74.3	75.9	77.5	79.1	80.7	82.3	84
Students with Disabilities	53.5	55.8	58.2	60.5	62.8	65.1	67.5	69.8	72.1	74.4	76.8
English Learners	66.8	68.5	70.1	71.8	73.4	75.1	76.8	78.4	80.1	81.7	83.4
African- American	57	59.2	61.3	63.5	65.6	67.8	69.9	72.1	74.2	76.4	78.5
American Indian or Alaskan Native	74.2	75.5	76.8	78.1	79.4	80.7	81.9	83.2	84.5	85.8	87.1
Asian or Native Hawaiian/ Other Pacific Islander	97.5	97.6	97.8	97.9	98	98.1	98.3	98.4	98.5	98.6	98.8
Hispanic or Latino	69.2	70.7	72.3	73.8	75.4	76.9	78.4	80	81.5	83.1	84.6
Multi-Racial	75.2	76.4	77.7	78.9	80.2	81.4	82.6	83.9	85.1	86.4	87.6
White	86.2	86.9	87.6	88.3	89	89.7	90.3	91	91.7	92.4	93.1

B. Graduation Rates

Four-Year Cohort Graduation Rate – Class of 2015											
	2015-2016 Baseline	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students	83.0%	84.0%	85.0%	86.0%	87.0%	88.0%	89.0%	90.0%	91.0%	92.0%	93.0%
Economic- Disadvantaged	71.4%	72.8%	74.3%	75.7%	77.1%	78.6%	80.0%	81.4%	82.8%	84.3%	85.7%
Students with Disabilities	69.2%	70.7%	72.3%	73.8%	75.4%	76.9%	78.4%	80.0%	81.5%	83.1%	84.6%
English Learners	54.4%	56.7%	59.0%	61.2%	63.5%	65.8%	68.1%	70.4%	72.6%	74.9%	77.2%
African-American	65.0%	66.8%	68.5%	70.3%	72.0%	73.8%	75.5%	77.3%	79.0%	80.8%	82.5%
American Indian or Alaskan Native	76.4%	77.6%	78.8%	79.9%	81.1%	82.3%	83.5%	84.7%	85.8%	87.0%	88.2%
Asian or Native Hawaiian/ Other Pacific Islander	87.7%	88.2%	88.8%	89.3%	89.8%	90.4%	90.9%	91.4%	91.9%	92.5%	93.0%
Hispanic or Latino	72.0%	73.4%	74.8%	76.2%	77.6%	79.0%	80.4%	81.8%	83.2%	84.6%	86.0%
Multi-Racial	77.7%	78.8%	79.9%	81.0%	82.2%	83.3%	84.4%	85.5%	86.6%	87.7%	88.9%
White	87.4%	88.0%	88.5%	89.1%	89.6%	90.2%	90.8%	91.3%	91.9%	92.4%	93.0%

C. English Language Proficiency

English Learners Annual Progress Toward Attaining English Language Proficiency											
	2015- 2016 Baseline	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All English Learners	45.0%	48%	51%	54%	57%	60%	63%	66%	69%	72%	75%

D. State Non-Academic Indicators

Chronic Absenteeism Percentage											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	15.8%	14.7%	13.6%	12.6%	11.5%	10.4%	9.3%	8.2%	7.2%	6.1%	5.0%
Economic-Disadvantaged	23.7%	22.5%	21.3%	20.1%	19.0%	17.8%	16.6%	15.4%	14.2%	13.0%	11.9%
Students with Disabilities	24.1%	22.9%	21.7%	20.5%	19.3%	18.1%	16.9%	15.7%	14.5%	13.3%	12.1%
English Learners	16.1%	15.3%	14.5%	13.7%	12.9%	12.1%	11.3%	10.5%	9.7%	8.9%	8.1%
African- American	27.1%	25.7%	24.4%	23.0%	21.7%	20.3%	19.0%	17.6%	16.3%	14.9%	13.6%
American Indian or Alaskan Native	26.2%	24.9%	23.6%	22.3%	21.0%	19.7%	18.3%	17.0%	15.7%	14.4%	13.1%
Asian or Native Hawaiian/ Other Pacific Islander	8.4%	8.1%	7.7%	7.4%	7.0%	6.7%	6.4%	6.0%	5.7%	5.3%	5.0%
Hispanic or Latino	20.2%	19.2%	18.2%	17.2%	16.2%	15.2%	14.1%	13.1%	12.1%	11.1%	10.1%
Multi-Racial	20.3%	19.3%	18.3%	17.3%	16.2%	15.2%	14.2%	13.2%	12.2%	11.2%	10.2%
White	12.9%	12.3%	11.6%	11.0%	10.3%	9.7%	9.0%	8.4%	7.7%	7.1%	6.5%

Percentage of Graduates Meeting Ohio's "Prepared for Success" Standards (Either Remediation-Free on All Parts of ACT/SAT or with an Honors Diploma or with an Industry-Recognized Credential) -- Includes Classes of 2014 and 2015											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	34.2%	40.1%	46.0%	51.8%	57.7%	63.6%	69.5%	75.4%	81.2%	87.1%	93.0%
Economic-Disadvantaged	13.9%	18.2%	22.5%	26.8%	31.1%	35.4%	39.7%	44.0%	48.3%	52.6%	57.0%
Students with Disabilities	5.3%	10.0%	14.8%	19.5%	24.2%	29.0%	33.7%	38.4%	43.2%	47.9%	52.7%
English Learners	12.1%	16.5%	20.9%	25.3%	29.7%	34.1%	38.5%	42.9%	47.3%	51.7%	56.1%
African- American	9.1%	13.6%	18.2%	22.7%	27.3%	31.8%	36.4%	40.9%	45.5%	50.0%	54.6%
American Indian or Alaskan Native	22.0%	25.9%	29.8%	33.7%	37.6%	41.5%	45.4%	49.3%	53.2%	57.1%	61.0%
Asian or Native Hawaiian/ Other Pacific Islander	67.9%	69.5%	71.1%	72.7%	74.3%	75.9%	77.5%	79.1%	80.7%	82.3%	84.0%
Hispanic or Latino	18.1%	22.2%	26.3%	30.4%	34.5%	38.6%	42.7%	46.8%	50.9%	55.0%	59.1%
Multi-Racial	24.3%	28.1%	31.9%	35.7%	39.4%	43.2%	47.0%	50.8%	54.6%	58.4%	62.2%
White	39.9%	42.9%	45.9%	48.9%	51.9%	54.9%	57.9%	60.9%	63.9%	66.9%	70.0%

APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage 5.7	Enter value of (Box E) – (Box F) 3.6	Box I: enter rate as a percentage 67.2	Enter value of (Box I) – (Box J) 11.4
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage 2.1		Box J: enter rate as a percentage 55.8	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage 6.11	Enter value of (Box G) – (Box H) 2.67	Box K: enter rate as a percentage 64.0	Enter value of (Box K) – (Box L) 6.2
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage 3.44		Box L: enter rate as a percentage 57.9	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by Ineffective Principals	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage 0	Enter value of (Box A) – (Box B) 0	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage 0		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage 0	Enter value of (Box C) – (Box D) -0.01	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage 0.01		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

Under Ohio Revised Code, the Department cannot currently see identifiable information from the Ohio Teacher Evaluation System. Ohio Revised Code restricts us to only seeing teacher evaluation information in an aggregate form. In order to connect to student level information, this would violate ORC. At this time, the Department is only able to provide the rate at which students are taught by an ineffective teacher at the building level, as presented in the table below.

Over the course of the next year, Ohio will look to see if there is potential for an outside vendor to produce this information for the Department and our local education agencies, if legislation does not get altered.

Timeline

2017-2018: Provide U.S. Department of Education with building level data for ineffective teachers

2018-2019: (if vendor is secured) Provide U.S. Department of Education with student level data for ineffective teachers

2019-2020: (if vendor is secured) Provide U.S. Department of Education with student level data for ineffective teachers

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an INEFFECTIVE TEACHER (Percent of teachers receiving final summative rating of Ineffective on Ohio Teacher Evaluation System)	Differences between rates
Low-income students (High quartile buildings by economically disadvantaged enrollment)	Box A: .23%	.20%
Non-low-income students (Low quartile buildings by economically disadvantaged enrollment)	Box B: enter rate as a percentage .03%	
Minority students (High quartile buildings by minority enrollment)	Box C: .23%	.18%
Non-minority students (Low quartile buildings by minority enrollment)	Box D: .05%	

Appendices – Supporting Documents

SEE APPENDIX D: CONSULTATION AND PERFORMANCE MANAGEMENT

SEE APPENDIX E: ACADEMIC ASSESSMENTS

SEE APPENDIX F: ACCOUNTABILITY, SUPPORT AND IMPROVEMENT FOR SCHOOLS

SEE APPENDIX G: SUPPORTING EXCELLENT EDUCATORS

DRAFT



Driving Education Excellence: Securing the Future for All Ohio Students

A Draft Overview of Ohio's State Plan for The
Every Student Succeeds (ESSA) Act



Dear Ohioans,

The Every Student Succeeds Act (ESSA) was signed into federal law on Dec. 10, 2015, replacing the No Child Left Behind Act (NCLB). This long-awaited legislation represents a shift from broad federal oversight of primary and secondary education to greater flexibility and decision-making at the state and local levels.

After a year of hard work, the Department is proud to release the draft overview of Ohio's ESSA state plan. ESSA requires states to develop plans that address standards, assessments, school and district accountability, and special help for struggling schools.

As part of the legislation, each state is required to conduct significant outreach to stakeholders to collect input for their state plan. Ohio takes this mandate very seriously and has already engaged 15,000 Ohioans in the development of the draft. A plan that is deeply rooted in the needs of Ohio's students, educators and communities requires everyone's input. Thus far:

- Approximately 3,100 individuals participated in 11 webinars on a variety of topics to be addressed in the state plan;
- 1,500 Ohioans attended the 10 regional meetings held across the state;
- There were more than 11,000 responses to the ESSA online survey; and
- Department staff participated in more than 70 meetings and presentations around the state and collected suggestions and recommendations submitted through email to the Department.

Based on the feedback we've received, below are a few of the major policy points included in this draft summary report:

- One of the main themes communicated during stakeholder engagement was the need for stability in the state testing system, as Ohio has changed tests two times in the last three years. Accordingly, Ohio is proposing to maintain its current state assessment system. However, the Department will work in partnership with Governor Kasich and the General Assembly to re-examine any state assessments not required under ESSA – an area in which Ohio has already made significant progress. Thanks to the leadership of the Ohio General Assembly, administration time for state assessments was reduced by 50 percent between 2014-2015 and 2015-2016.
- ESSA requires each state to set a time period for state-level goals; Ohio has selected 10 years. The metrics for which we establish long-term goals include: percent proficiencies in math, ELA, and science; performance index; graduation rates; chronic absenteeism; and English language proficiency.
- Reducing the threshold number of students for which a subgroup of students must be separately reported for accountability purposes (N-Size) from 30 to 15 to ensure that more student subgroups are identified in an effort to provide targeted interventions.
- Ohio proposes to use chronic absenteeism and discipline incidents as its initial indicators of school quality.
- Ohio will build on the existing School Report Card measures and weighted frameworks by reviewing and/or making revisions to several measures.
- State set asides in title funding will be redirected back to local school districts strategically.

Once again, the Department is committed to working with stakeholders as the draft plan is finalized. Ohioans will be able to submit comments to this draft summary now, and to the full report beginning on Feb. 2 through March 6. Once edits are made based on the comments received, the full draft plan will be submitted to the U.S. Department of Education in April.

The Ohio Department of Education appreciates the constructive feedback we've already received from nearly 15,000 educators, parents and community members. Together, we'll make significant strides in improving opportunities and outcomes for Ohio's students.

Sincerely,

A handwritten signature in black ink that reads 'Paolo A. DeMaria'.

Paolo DeMaria
Superintendent of Public Instruction

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This overview document outlines the intentional process Ohio pursued to engage critical stakeholders in the development of its draft ESSA state plan; communicates the state's timeline for releasing, receiving comments, revising and submitting the draft state plan; and highlights the significant policies contained in the draft. This overview document is not to be mistaken for the full draft ESSA state plan, which will be posted to the Ohio Department of Education's (the Department) website on February 2, 2017.

Understanding ESSA

The Every Student Succeeds Act (ESSA) was signed into federal law on December 10, 2015. It reauthorizes the Elementary and Secondary Education Act (ESEA), the nation's 50-year-old education law that sought to achieve equal opportunity for all students. It also replaces the No Child Left Behind (NCLB) Act, which was enacted in 2002, and took a significant step in shining light on where students were making progress and where they needed additional support regardless of race, income, zip code, disability, home language or background. Among other things, ESSA provides states and districts with more decision-making authority and offers more flexibility for programs based on state specific needs.

Leveraging Our Assets to Maximize ESSA and Enhance Student Success

Ohio benefits from nearly two decades worth of education policies aimed at positioning our students for success in college, career and life. In 2001, Ohio led the nation in implementing rigorous standards for what students should know and be able to do, aligning those standards with assessments for gauging student growth and reporting outcomes through clear accountability mechanisms. Today, thanks to the leadership of Governor Kasich, support from Ohio's General Assembly and direction from the State Board of Education, Ohio continues to stake its leadership claim.

Ohio's leaders have thoughtfully and collaboratively enacted strategic, student-focused reforms that span the state's entire education continuum—from early childhood to college and career. Together, these accomplishments provide a platform for taking student success to even greater heights over the next several years. Key highlights include:



Early Childhood

- Expanding early childhood education by tripling the number of high quality preschool opportunities for Ohio's most vulnerable students.
- Ensuring that Ohio's children of all ages attend quality-rated childcare facilities and receive at least 12.5 hours of education instruction each week.
- Ohio developed and implemented a new statewide Kindergarten Readiness Assessment starting in 2014-2015 to measure all areas of school readiness (academic, social and physical).



K-12

- Continuing to update Ohio's Learning Standards to ensure that they remain world-class and set our students on a path of success after high school.
- Implementing the Third Grade Reading Guarantee to make sure Ohio's younger students have the reading skills they need to succeed later in school.
- Revising the state's approach to testing students to be more efficient and require less testing time (which actually decreased by more than 50 percent from 2014 to 2016).
- Enacting the A-F School Report Card, which provides parents a better understanding of how their child's school and district is performing and where it can improve.
- Strengthening dropout prevention and recovery programs to help keep Ohio's students in school.
- Expanding student access to career and technical education, beginning in 7th grade, and giving more students a jumpstart on career education.
- Increasing student access to high-quality STEM education programs and project-based learning initiatives.



College and Career

- Adopting a state-level attainment goal: 65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace by 2025.
- Incentivizing Ohio's colleges to graduate more students—not just enroll them—through a change in the state's funding formula.

Engaging 15,000 Ohioans to Build a Responsive Draft Plan

The Department did not write this plan in a vacuum. Our goal was to meaningfully engage diverse groups of stakeholders to solicit a range of thoughts, opinions and recommendations. We instituted a 13-month (from 2016 to 2017), three-phased stakeholder engagement process that reached more than 15,000 Ohioans. Each stage of stakeholder consultation contributed feedback that has been incorporated into the state's draft plan. Additionally, through each phase, we closely engaged the Governor's Office and members of the Ohio General Assembly. Phases include:

Phase 1: Initial discussions via individual meetings (January – October 2016)

The Department met with more than 70 groups across Ohio to discuss the changes resulting from ESSA and gather initial thoughts from the field and stakeholders. Through these discussions, the Department sought to understand stakeholder priorities and values, which are embedded throughout the draft plan.

Phase 2: Issue-specific discussions and feedback via regional stakeholder meetings, webinars and surveys (July – October 2016)

From late August to October 2016, the Department worked with [Philanthropy Ohio](#) (the organization that represents Ohio's foundation community) to conduct 10 regional stakeholder meetings that engaged nearly 1,500 Ohioans, including educators, school leaders and administrators, parents, higher education partners, business leaders and the general public. The facilitated conversations yielded rich feedback specific to standards and assessments, accountability, educator effectiveness and school improvement and student supports. A detailed report out of the stakeholder meetings can be found on [Philanthropy Ohio's website](#).

From late July to September 2016, the Department hosted a series of interactive webinars that engaged approximately 3,100 participants. The webinars were organized to address a specific topic and gather even deeper participant feedback. Webinar topics included: determining minimum subgroup (or "N" size) for reporting student performance; using nationally-recognized high school assessments; discussing report card indicators, ratings and disaggregation requirements; transitioning away from the highly qualified teacher requirement; using the State Equity Plan to guarantee equitable access; addressing the learning needs of students who are homeless; providing an overview of the school improvement process; discussing the academic content standards' review process; and understanding federal funding options and flexibilities.

In August 2016, the Department deployed an online English/Spanish survey to gather even more input. Nearly 11,000 Ohioans responded to a targeted set of ESSA-related questions.

Phase 3: Direct engagement of the Ohio General Assembly Joint Education Oversight Committee and State Board of Education (late 2016 – January 2017)

The Department specifically engaged the Joint Education Oversight Committee (JEOC), which is comprised of five members each from the Ohio Senate and Ohio House of Representatives. The State Board of Education, through its Urban and Rural Renewal Committee, also hosted monthly discussions with stakeholders across the state to gather input specific to migrant students, homeless students, correctional education, foster children and successful afterschool programming.

Phase 1	Phase 2	Phase 3
Initial discussions via individual meetings (January – October 2016)	Issue-specific discussions and feedback via regional stakeholder meetings, webinars and surveys (July – October 2016)	Direct engagement of the Ohio General Assembly Joint Education Oversight Committee and State Board of Education (late 2016 – January 2017)

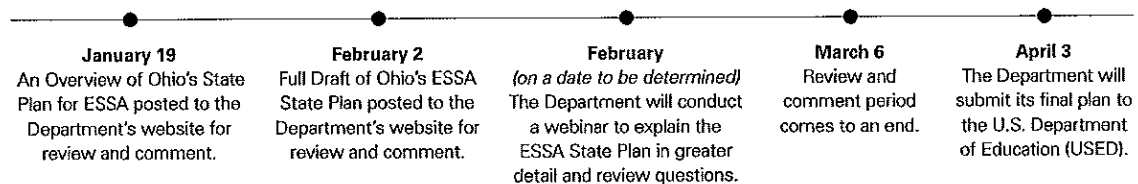
Calling Stakeholders to Submit Comments and Feedback on the Draft Plan

This overview is intended to be the beginning of a conversation with stakeholders about what we heard over the last 13 months and the path we charted based on that input. We welcome feedback based on this initial effort. Input received will inform the draft plan that is currently being finalized.

The Department invites stakeholders to review the more detailed, draft ESSA state plan when it is available on February 2, 2017 and submit comments and feedback. This review period will begin as soon as the plan is publicly available and conclude on March 6, 2017. Visit the [Department's website](#) on February 2 to download the full draft state plan.

Submitting the Final Plan

The Department will adhere to the following timeline for submitting the final plan:



USED has **four months** to approve or submit suggestions for Ohio's ESSA State Plan.

It is important to note that this process does not end on April 3, 2017, when the Department submits the final plan to USED. After the plan is submitted, we will continue to engage stakeholders to clarify provisions, answer questions and, most importantly, support school districts with the implementation of the plan.

Understanding the Significant Policies in Ohio's Draft ESSA Plan

The next section of this overview document describes major policies and decisions contained in Ohio's draft ESSA plan. We have organized the sections by the following:



What ESSA requires.

We briefly describe what ESSA calls for in key sections.



What we heard from stakeholders and the field.

We engaged and listened to more than 15,000 stakeholders. We have incorporated their input across the plan.



Our proposal in response to ESSA.

We clearly highlight Ohio's ESSA-related policy decisions.

Challenging State Academic Standards and Academic Assessments

Challenging Academic Standards

What ESSA requires. ESSA reinforces state authority over the implementation and adoption of academic standards and prohibits USED from mandating or incentivizing states to adopt a specific set of standards. The bottom line: States continue to have control of the standards they choose to adopt. Following are specific requirements of ESSA:

- Requires "challenging" English language arts and mathematics standards aligned to credit-bearing, remediation-free coursework in the state university system.
- Calls for the alignment between state career-technical education (CTE) standards and college- and career-readiness standards.

What we heard.

- Based on feedback from the 10 regional stakeholder meetings, Ohioans overwhelmingly remain supportive of the state's rigorous standards.
- While we did not receive much feedback on the state's CTE standards, we did sense an underlying theme that CTE continues to be an underused pathway for many students. This underscores the importance of aligning our CTE standards to Ohio's Learning Standards.

Our proposal in response to ESSA. Ohio led the nation when it adopted and implemented rigorous academic standards for what students should know and be able to do in English language arts and mathematics more than 15 years ago. Since then, we have constantly sought to uphold world-class standards. In 2010, the State Board of Education adopted Ohio's Learning Standards and school districts began to fully implement and test them in the 2014-2015 school year. Currently, Ohio-based educators and content specialists from K-12 and higher education, along with community members, are working on Advisory Committees in each content area to review and update the state standards. The goal: Ensure our standards remain the best for our students. Visit [Ohio's Learning Standards webpage](#) for more information.

As part of our response to ESSA, Ohio will continue to advance the recommendations of the Advisory Committees, which have suggested minimal to modest changes for English language arts and mathematics. The social studies, science and financial literacy standards were recently posted on the Department's website for public comment. The completed standards for world languages, fine arts, technology and physical education are expected to be posted on the Department's website in 2019. The State Board of Education is poised to adopt newly revised English language arts and mathematics standards by February 2017. It will adopt revised standards in social studies, science and financial literacy in early winter 2018. Updated standards for world languages, fine arts, technology and physical education are expected to be adopted the following year.

Ohio ensures a seamless set of rigorous standards from birth to grade 12 and ensures access and alignment of the standards for all students including those with significant cognitive disabilities. Ohio has comprehensive Early Learning and Development Standards addressing academic, social, and physical standards for children birth to age 5 that are aligned to Ohio's Learning Standards. In addition, Ohio's Learning Standards Extended help to ensure that students with significant cognitive disabilities are provided with multiple ways to learn and demonstrate knowledge. At the same time, the extended standards are designed to maintain the rigor and high expectations of Ohio's Learning Standards.

Ohio is committed to aligning our CTE standards to our Learning Standards. In fact, the state is a recent beneficiary of the New Skills for Youth grant, which we will use to support the alignment of CTE standards to Ohio's Learning Standards. We also plan to build an online tool that educators can use to create customized standards documents that integrate academic and technical content from CTE courses or industry-recognized credentials.

The standards review process schedule for the Advisory Committees includes:

Round 1 (started in 2016)
English language arts and mathematics;

Round 2 (started in 2017)
Social studies, science and financial literacy;

Round 3 (starting in 2018)
World languages, fine arts, technology, and physical education.

Aligned Academic Assessments

What ESSA requires. The big assessment theme—ESSA provides greater flexibility about what tests and when tests are administered. Notably, ESSA:

- Retains current testing requirements by grade level and subject area: mathematics and English language arts in grades 3-8 and once in high school; science once each in elementary, middle and high school grades.
- Continues to require states to disaggregate results by student subgroups.
- Permits use of national assessments such as ACT or SAT as a substitute for state end-of-course assessments.
- Permits computer-adaptive testing and competency-based assessments.
- Allows out-of-level testing for high school mathematics in grade 8.
- Maintains the requirement that 95 percent of students participate in state assessments—and states must factor participation in their report cards.

What we heard. Stakeholders emphasized two consistent themes:

1. Stabilize the state-level assessment system and resist making new modifications for several years. Ohio has changed the majority of its tests two times over the last three years.
2. Strategically reduce tests where it makes sense to do so. While the state has reduced the amount of time students spend taking tests—down by approximately 50 percent from 2014 to 2016—stakeholders expressed an interest in continuing to explore a further reduction in testing.

Our proposal in response to ESSA. Figure 1 identifies the state's current assessment schedule for grades 3-8. At the high school level, students who graduate in 2018 will be required to take end-of-course tests in English I and II, algebra I, geometry (or integrated mathematics II and II), biology (or physical science for the class of 2018 only), American history and American government.

	English language arts	Mathematics	Science	Social Studies
Grade 3	✓	✓		
Grade 4	✓	✓		✓
Grade 5	✓	✓	✓	
Grade 6	✓	✓		✓
Grade 7	✓	✓		
Grade 8	✓	✓	✓	

Figure 1 - Ohio's current assessment schedule for grades 3-8.

Ohio's current testing schedule for grades 3-8 and high school goes beyond what is required of ESSA. We currently administer the following assessments that are not mandated by ESSA:

- Fall administration of the grade 3 English language arts assessment;
- Grades 4 and 6 social studies assessments;
- American history and American government end-of-course assessments;
- One end-of-course assessment in English language arts; and
- One end-of-course assessment in mathematics.

As part of ESSA, Ohio will reexamine its testing requirements. The Department is poised to work closely with the Governor, legislature and education leaders to examine the pros and cons of adjusting the testing schedule—guided by the lens of what is best for future student success. Any discussion about high school level end-of-course exams will be done in coordination with the State Board of Education's current reexamination of Ohio's graduation requirements.

School districts also administer locally-determined assessments on top of state-required assessments. This increases the time students spend taking tests.

With regard to computer adaptive testing, Ohio will work with stakeholders and educators to further investigate the costs and benefits associated with the approach. One known benefit: Computer adaptive testing does have the ability to measure student performance more deeply and provide schools with data more quickly.

Ohio will explore offering more competency-based science assessments. Through our STEM schools and programs, we have already ventured into the competency-based testing space. We will continue down that path.

The state will continue the middle school double-testing waiver (for grade 8 algebra I) and will urge USED to maintain its extended waiver for all relevant end-of-course exams.

At this time, Ohio will NOT adopt a process for using the ACT and/or SAT as substitute exams in high school. This decision was driven by the stakeholder feedback, which urged stability and constancy in our testing system.

An Aligned System of Accountability, Support and Improvement

Accountability System and Report Card

A comprehensive district and school accountability system is essential for supporting local decision making that results in increased student success. We take pride in the fact that Ohio's accountability system is nationally heralded for its comprehensive, innovative and easy-to-understand structure.

What ESSA requires. Each statewide system must account for all schools and “meaningfully differentiate” performance using at least:

1. Academic achievement (proficiency) on state assessments;
2. Graduation rates for high school;
3. English language proficiency;
4. Another statewide academic indicator for K-8 schools (which may include growth);
5. Not less than one other state-set non-academic indicator of school quality or student success;
6. 95 percent assessment participation rate benchmark incorporated in the achievement measure;
7. Long term and interim improvement goals for all student subgroups; and
8. A summative (or overall) rating.

What we heard. Stakeholders echoed four primary topics:

- Include nonacademic measures of school quality (e.g. “Prepared for Success” measure or results of a school climate survey);
- Incorporate a separate achievement indicator for students who “re-take” end-of-course tests;
- Clarify and improve the K-3 Literacy Improvement measure; and
- Provide credit for improving the “Gap Closing” subgroup performance measure and a better explanation of the value-added progress measure.

Our proposal in response to ESSA. Ohio will leverage ESSA to support clear and high expectations and drive continuous improvement. To that end, the Department will:

- Clarify “grade” definitions and provide detailed explanations of grading scales.
- Use parent surveys and focus groups to make report cards more user-friendly and understandable.
- Improve specific report card measures and components. More information is contained in the “Report Card Measures” section below.

School and District Summative (Overall) Rating

What ESSA requires. States must implement a single, summative rating with at least three performance levels for schools and districts. ESSA includes A-F letter grade systems as a specific example of a summative rating.

What we heard. Stakeholders were split. Some supported the A-F Report Card, while others suggested developing something different.

Our proposal in response to ESSA. In 2012, Ohio’s leaders put in place our A-F Report Card. This system meets many of ESSA’s requirements. Going forward, we propose using the overall A-F Report Card grade to meet the school and district summative rating.

Report Card Measures

Ohio’s School Report Card includes 11 measures that are organized into six components: Achievement, Progress, Graduation, K-3 Literacy, Gap Closing and Prepared for Success. We break down those six components below using the same organizational structure: What ESSA requires; What we heard; and Our proposal in response to ESSA.



Academic Achievement

What ESSA requires. State accountability systems must include a measure of student achievement, accompanied by interim and long-term goals for all students and student subgroups for ELA, mathematics and science. ESSA further requires that participation be factored into the measure of student achievement.

What we heard. Among other things, stakeholders expressed the need to maintain stability in measures and assessments.

Our proposal in response to ESSA. The Achievement component of Ohio’s School and District Report Cards includes two graded measures: Performance Index and Indicators Met.

- Performance Index measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of highest- and lowest-performing students.

- The Indicators Met measure represents whether student performance on state tests met established thresholds. Individual indicators are based on a series of up to 31 state tests that measure the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 32 possible indicators during the 2015-2016 school year.

Under ESSA, Ohio will use the Performance Index and Indicators Met measures as achievement measures. The Performance Index and subgroup performance for English language arts, mathematics, science and graduation rate will be reported as required on school and district report cards.

The test participation rate will continue to be a factor in the Performance Index. Schools that miss the 95 percent participation rate for all students or for one or more subgroups of students must develop an improvement plan that addresses the reason(s) for low participation in the school and include interventions to improve participation rates in subsequent years. The improvement plans are developed in partnership with stakeholders and parents.

These strategies are designed to help Ohio meet its **goal of achieving a state-level Performance Index of 100 or greater by 2027.**

Ohio also proposes to add a separate "Re-Take" indicator for high school level end-of-course examinations and include only first-time test takers in the existing end-of-course indicators.

ESSA requires an additional indicator of "School Quality" to be integrated into the accountability system. This indicator will not be based on state tests, but on a broader measure of school quality that is likely to lead to increased student achievement. It must be a statewide measure and disaggregated by subgroup. Stakeholders were overwhelmingly supportive of including such an indicator—as long it did not result in an additional burden (in terms of costs and data collection) to districts.

Ohio proposes to measure student engagement by considering chronic absenteeism and student discipline incidents. We will use these as an initial indicator of school quality. This new initial indicator will include progress towards reducing chronic absenteeism so that schools have a gauge of their progress. The Department will also investigate the use of school climate surveys as both a school improvement tool and a potential measure to include as part of Ohio's accountability system in the future. **Our goal: By 2027, Ohio's statewide rate for chronic absenteeism will be 5 percent or less.**



Graduation Rate

What ESSA requires. All states must use the four-year cohort graduation rate as part of their state and local accountability systems. States may also include an extended graduation rate. ESSA requires long-term and interim goals at state and local levels for the four-year graduation rate.

What we heard. Ohioans are focused on ensuring all students graduate well-prepared for life after high school.

Our proposal in response to ESSA. Ohio's existing Graduation component includes both a four- and five-year graduation rate. The four-year graduation rate includes those students who graduate within four years of entering ninth grade for the first time. The five-year graduation rate includes those students who graduate within five years of entering ninth grade for the first time.

Going forward, Ohio will continue to include both the four- and five-year cohort graduation rates as report card measures. We will set long-term improvement goals that align to existing graduation rate benchmarks. This will work to support our goal: **By 2027, the four-year cohort graduation rate for all students will be 93 percent or better.**



Progress (Growth)

What ESSA requires. ESSA recognizes that a single achievement measure is not sufficient and requires states to include an additional academic measure for all students and student subgroups which may be a measure of student growth.

What we heard. Stakeholders emphasized the need to highlight growth measures because they shine light on student progress regardless of where they start. Stakeholders did raise questions about the interpretation of current measures, particularly during times when the state experienced multiple test transitions.

Our proposal in response to ESSA. Not all children start their learning journey at the same place, but every student should learn and grow throughout the school year. The Progress component examines the growth that all students make based on past performance. Measuring growth paints a clearer and fuller picture of student performance.

Ohio's Progress component includes measures of growth for all students, students with disabilities, students identified as gifted and students scoring in the lowest achieving 20 percent of students statewide. Results from the following are used to determine those measures.

- Student growth in English language arts and mathematics for students in grades 4-8;
- Students taking end-of-course examinations; and
- Students taking recently added science and social studies exams.

Ohio will measure growth using value-added progress as the additional academic measure. Progress of student subgroups beyond those already included as part of the state's Progress component will be reported on school and district report cards, but will not be graded. We will also review the Progress component's grade scale and consider recommendations to simplify and improve understanding of the component.



Gap Closing

What ESSA requires. Ohio must track schools' performance in closing achievement and graduation gaps for designated student subgroups and establish an indicator of progress by English Learners (ELs) in becoming English language proficient. (Prior to the 2017-2018 school year English language proficiency was a "report-only" measure on report cards.)

States must also establish the minimum number of students or "N-size" (or number) necessary for a subgroup, such as students with disabilities, to be included as part of the graded Gap Closing component. The N-size must be statistically sound and substantially include students in the state accountability system. The maximum N-size permitted under ESSA is 30. States must report (though these will be non-graded) subgroups of students who are of military families, in foster care, homeless or classified as in the juvenile justice system.

What we heard. Stakeholders expressed that the existing Gap Closing component does not provide sufficient "credit" for progress made by students. Students can and do make significant progress even when student scores remain between established benchmarks. Stakeholders urged that any measure of English language proficiency should also provide credit for student progress.

Stakeholders did not reach a clear consensus on N-size. There were two schools of thought: include all students in reported or graded subgroups, which means lowering the N-size—or hold the N-size steady so as not to impact the reported performance of those schools who serve a small number of students in subgroups.

Stakeholders did fully agree that revising the Gap Closing component to include progress was essential if the N-size was reduced to fewer than 30 students.

Our proposal in response to ESSA. Schools must continue to close the achievement gaps that exist based on income, race, ethnicity or disability. The Gap Closing component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, mathematics and graduation. It compares the academic performance of nine student groups against the performance of a 10th group. Thus, Ohio will use a revised Gap Closing component to examine progress in closing student subgroup achievement gaps in mathematics, English language arts and graduation. The Department will continue to determine the details of the revised Gap Closing measure.

Ohio will also fold the new English Learner proficiency measure into the Gap Closing component. The English Learner proficiency measure will include improvement. Subgroups of students who are military families, in foster care, homeless or classified as students in the juvenile justice system will each be reported.

Ohio will adjust its N-size for subgroup reporting to **15**. This decision was driven by the goal of ensuring that all students have the supports necessary to succeed. All too often, Hispanic and English language learners, as well as students with disabilities, are excluded for their schools' subgroup analysis when the N-size was 30.



K-3 Literacy

What ESSA requires. States must have accountability measures for all school buildings—not just those that include grades generated by required state assessments.

What we heard. Stakeholders said the measure was difficult to understand and caused confusion among parents and the broader community.

Our proposal. Reading is the foundation for all learning. We must identify and address reading issues as early as possible. The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond. The component is directly related to Ohio's Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of grade 3.

As part of the report card redesign, the Department will explore better alignment between the Third Grade Reading Guarantee and the K-3 Literacy component.



Prepared for Success

What ESSA requires. ESSA includes student access to and participation in rigorous coursework among the nonacademic measures of school quality. States may have one or more nonacademic measure(s) of school quality which may differ across grade bands.

What we heard. Stakeholders said that measuring college and career readiness matters, but they raised questions about the new measure on the report card.

Ohio proposes to clarify the calculation of the Prepared for Success component so that it is based on the four-year cohort rather than the combined four and five-year cohorts. Ohio will also consider how "access to advanced coursework" may be incorporated further into the report card as an additional indicator. Whether training in a technical field or preparing for work or college, the Prepared for Success component considers if Ohio's students are ready for future opportunities.

Long Term State Goals

What ESSA requires. ESSA allows for the customized improvement of objectives at the state and local levels. Each state must determine the timeline for long-term and interim goals for all students and student subgroups and set specific state-level goals for required accountability measures.

What we heard. Stakeholders requested that the long-term timeline be sufficient to demonstrate results. Educators in particular were excited about the opportunity to develop district-specific goals at the local level.

Our proposal in response to ESSA. Ohio proposes to set its long-term timeline for improvement goals at 10 years. Proposed state-level goals include:

- Percent proficient mathematics for all students- 80% by 2027
- Percent proficient ELA for all students- 80% by 2027
- Percent proficient science for all students- 80% by 2027
- State Performance Index of 100.00
- 4-year graduation rate for all students- 93% by 2027
- 5-year graduation rate for all students- 95% by 2027
- Chronic absenteeism- 5% or less for all students by 2027
- English Language Proficiency by 2027 TBD

Similar to our ESEA waiver student subgroup goal (submitted in the full state plan), we will seek to reduce baseline achievement and graduation rate gaps by 50 percent by 2027.

Schools and Districts Identified for Support

ESSA requires states to identify:

- The lowest 5 percent performing schools.
- High schools struggling with graduation rates (four-year graduation rate is less than 67 percent).
- Schools struggling with gaps among subgroups.

What we heard. Stakeholders urged use of accountability measures on Ohio's School Report Card (such as the value-added measure) as gauges for continuous improvement—not as punitive labels.

Our proposal in response to ESSA. Today, Ohio identifies Priority (the lowest-performing 5 percent, required by ESEA), Focus (struggle with large achievement gaps in student performance and graduation rates, required by ESEA) and Watch (struggle with student subgroups and demonstrate low achievement) schools. The state also deploys an Academic Distress Commission and State Support Teams to support school districts that have a three-year history of low performance on Ohio's School Report Card.

Going forward, and leveraging ESSA, Ohio will ensure that the criteria for identifying Priority, Focus and Watch schools fully aligns with Ohio's School Report Card measures.

The Department will ensure identification criteria aligns to Report Card measures and state requirements for identifying struggling districts and schools (e.g. Academic Distress Commissions, and state "Watch" districts and schools with subgroup gaps). Entrance and exit criteria will be understandable and clearly linked to improvement planning requirements.

Priority Schools: Ohio will base criteria for identifying the Priority schools (Comprehensive Support) on the Report Card Overall Grade methodology. Schools will be identified every three years. The identification of Priority schools is as follows:

- Schools with an overall report card grade of 'F'
 - The next lowest performing schools as determined by overall report card grade (A-F) to meet the 5% threshold as necessary; or
- Schools with a 4-year cohort graduation rate of less than 67%; or
- Schools with one or more student subgroups performing at level similar to the lowest 5% of schools (based on individual subgroup performance).

During our transition into ESSA (from ESEA), Ohio will maintain its current Priority school list through the 2017-2018 school year and generate a new Priority list based on ESSA accountability measures at the end of the 2017-2018 school year. We will update that list every three years (at the end of the 2020-2021 school year.) Schools meeting exit criteria will be removed from lists annually.

Focus Schools: The Department will base criteria for identifying the Focus schools (Targeted Support) on the revised Report Card measures, which will be reviewed annually:

- Schools that earn a grade of a 'D' or 'F' for the Gap Closing report card component two consecutive years;
- Schools that have one or more student subgroups that fail to meet specific locally determined improvement goals for three consecutive years; and
- Schools that do not meet multiple student subgroup performance benchmarks.

During our transition into ESSA (from ESEA), Ohio will maintain its current Focus school list through the 2017-2018 school year and generate a new Focus list based on ESSA accountability measures at the end of the 2017-2018 school year. Again, we will update that list every three years (at the end of the 2020-2021 school year). Schools meeting exit criteria will be removed from lists annually.

Watch Schools: Those schools that struggle to meet the needs of one or more student subgroups.

Exit Criteria

ESSA requires states to identify the exit criteria for those schools identified as in Priority or Focus status. Exit criteria aligns with the Report Card measures.

Based on feedback, the Department has identified the following exit criteria guidelines:

- The **maximum time frame for the improvement** requirements is four years.
 - The **exit criteria for the Priority schools (Comprehensive Support)** will be based on the revised Report Card measures including the revised Gap Closing measure which includes achievement, progress and graduation rate data of all required subgroups. The exit criteria include:
 1. School performance is higher than the lowest 5% of schools as determined by the overall report card grade for two consecutive years;
 2. School earns a four-year graduation rate of better than 67% for two consecutive school years; and
 3. No student subgroups are performing at a level similar to the lowest 5% of schools (based on individual subgroup performance).
 - The **exit criteria for the Focus schools (Targeted Support)** will be based on the revised Report Card measures including the revised Gap Closing measure which includes achievement, progress and graduation rate data of all required subgroups. The exit criteria includes:
 1. School or district earns an overall grade of 'C' or better as determined by report card grade, and earns a 'C' or better for Gap Closing, and meets subgroup performance goals per state requirements

District Continuum of Support

What ESSA requires. As part of the overall school improvement system, the state is responsible for approving district improvement plans and plans for Priority schools identified for Comprehensive support. Districts have responsibility for approving plans for Focus schools identified for Targeted support.

What we heard. Stakeholders want more local control for school improvement planning. Community groups, such as those representing vulnerable student groups, want a greater voice in developing those local plans and serving as a resource for implementation.

Stakeholders recommended the process be less focused on compliance and more focused on quality, evidence-based practices. Partners such as the Educational Services Centers (ESCs), State Support Teams (SSTs) and Information Technology Centers (ITCs) have reiterated their willingness and ability to support districts in this work.

Our proposal in response to ESSA. Ohio has developed a continuum of supports based on federal and state laws and regulations. This continuum ranges from "Independent" support districts which have no specific state mandated improvement requirements to districts under the oversight of an "Academic Distress Commission" which is the most intensive school improvement strategy.

Ohio will continue to utilize a continuum of support based on new ESSA requirements and ongoing state law. This continuum will be aligned to Ohio's Report Card measures and be used by the regional support system to prioritize supports.

The proposed continuum of district supports is as follows:

Academic Distress Commission	Intensive Supports	Moderate Supports	Independent
Districts that are under the Supervision of an Academic Distress Commission	Overall "F" on district Report Card or At least two Priority Schools or A four year graduation rate of less than 67% or An "F" on Gap Closing for two consecutive years.	Overall "D" on district Report Card or "D" or "F" on Gap Closing for the two most recent years or At least one Priority, Focus or Watch School	All other districts

All schools and districts not identified for support are encouraged to identify and address areas for improvement and access some of the universal supports available through the school improvement system.

Rewards and Recognition

Ohio must honor and celebrate school districts that grow and achieve. To that end, we identify the following recognition categories:

- Schools of Promise - Recognizes and highlights schools that are making substantial progress in ensuring high achievement for all students.
- Schools of Honor - Recognizes schools that have sustained high achievement and substantial progress while serving a significant number of economically disadvantaged students.
- All 'A' Award - Recognizes districts and schools that earned straight A's on all of their applicable report card measures.
- Overall A - Recognizes districts and schools that earned an Overall A on the summative report card grade.
- The Momentum Award - Recognizes districts and schools for exceeding expectations in student growth for the year.
- Blue Ribbon Schools
- National Title 1 Distinguished Schools

An Aligned, Evidence-Based Improvement System

What ESSA requires. ESSA makes significant shifts away from NCLB's one-size-fits-all approach to school improvement which mandated top-down requirements and forced the lowest performing schools to choose from four prescriptive federal models of school improvement.

ESSA addresses educators' feedback that school improvement should be more locally driven, and gives districts and schools much more discretion in designing school improvement plans. It also emphasizes the importance of local community engagement in designing those plans.

Instead of prescriptive models of school improvement, ESSA focuses on the notion of evidence-based strategies. School improvement plans must be based on evidence-based strategies, and the many supports that go along with ESSA such as 21st Century Community Learning Centers and other Title funds should be aligned to those evidence-based requirements.

What we heard. Stakeholders want more local control in decision making as it relates to school improvement planning. Community groups, such as those representing vulnerable student groups, want more of a voice in developing those local plans and can serve as a resource in implementation.

The regional partners have close relationships with schools and districts and can build on that expertise and local knowledge.

Stakeholders have indicated that there is much opportunity for continued alignment of initiatives especially as it relates to support coming from the state.

Numerous stakeholders emphasized the need for a more coherent focus on addressing the needs of students, families and communities in struggling schools. More integrated student supports are needed to help students succeed. Community organizations are doing much work in this area and can be valuable partners in this work. Ohio has pressing concerns that are impacting our students and families such as the opioid crisis, homelessness, and the needs of students in the juvenile justice system. The final regulations require districts to notify parents at schools identified for support and how to be involved in the improvement process.

Our proposal in response to ESSA. Ohio has a robust system of school improvement supports based on a regional system including the Educational Service Centers (ESCs), State Support Teams (SSTs), Instructional Technology Centers (ITCs), and direct support from the Department and other partners.

Moving forward, Ohio will build on the strengths of this regional system by developing and implementing an **evidence-based system** of improvement that provides tools and support for schools and districts by leveraging numerous partnerships, including partnerships with ESCs, SSTs and ITCs.

Schools and districts will be identified for improvement based on federal and state requirements that focus on overall performance and the performance of all subgroups of students.

Ohio will continue to utilize the **Ohio Improvement Process (OIP)** as a framework to establish systemic collaborative structures designed to support development and implementation of a strategic plan and focused goals. An updated and expanded Decision Framework will continue to be utilized as the primary data-based needs assessment.

Stakeholders consistently identified nonacademic factors as key needs in struggling schools and districts. In order to support a more comprehensive assessment of school needs, the parameters of tools, such as the Decision Framework, will expand to add additional focus on non-academic student supports. These supports include mental health services, especially in light of the emphasis on chronic absenteeism. Incentives in the competitive School Improvement funding process will provide for a site coordinator to serve as a nexus for community partners to address integrated student supports.

To support school and district planning, Ohio will create an **online evidence-based clearinghouse**, leveraging partnerships with the Ohio Education Research Center (OERC) and selected regional and local education agencies. The clearinghouse will provide schools and districts with a broad menu of proven strategies and programs to support local planning, decision-making and implementation.

To further support schools and districts with implementing evidence-based strategies, the Department will build its research capacity both internally and with partners to emphasize performance monitoring (rather than just compliance monitoring) and rigorous research to meet the evidence-based requirements. Local action research will be supported by the Department through a variety of partnerships including working with Proving Ground and interested districts to develop quick turnaround evaluation of strategies.

Ohio will create the **Peer-to-Peer Improvement Network** encouraging partnerships and opportunities for educators to collaborate across district boundaries to fashion solutions to common challenges.

Implementation of an aligned, evidence-based system of continuous improvement require a suite of tools and resources easily accessed by schools and districts. Plans for additional tools and resources include:

- Redesigned online planning tool/consolidated grants application, known as the Comprehensive Continuous Improvement Plan (CCIP)
- Local stakeholder engagement toolkit

- District and school reviews, including training for peer reviewers
- Data analysis tools
- Resource allocation tool
- Equity Index (state Equity Plan)
- Performance database to support peer-to-peer improvement network

Schools that do not make significant progress may be subject to more rigorous interventions such as required “onsite review,” in-depth resource allocation reviews, more rigorous requirements on tiers of approved evidence-based strategies, and required direct student services.

School Turnaround Funding

What ESSA requires. ESSA requires the state to set aside up to 7 percent of Title I funding to support efforts to turn around struggling schools identified by the accountability system. This essentially replaces the School Improvement Grant (SIG) program, which had been a separate, competitive grant program with very prescriptive requirements for turnaround strategies.

The 7 percent set aside can be allocated by formula or a competitive process, but the funds must be targeted at schools most in need of support.

What we heard. Stakeholders provided varying and sometimes conflicting feedback on this provision. Some recommended providing the school improvement funding as a formula allocation without connecting to strategic priorities. Others have suggested a more competitive approach that can be targeted to schools based on the quality of their school improvement plans with funding incentives that can be connected to innovative practices.

Our proposal in response to ESSA. Ohio has applied for and received multiple rounds of SIG grant funding to support struggling schools. While ESSA eliminated this grant program, the currently awarded funds will continue to support the work of awardees for a few additional years while the program is completely phased out.

The 7 percent Title I School Improvement set aside will be a competitive process, and may include incentives for a menu of options including participation in Tier I (Random Control Trials) and Tier II evidence-based research such as collaborative evidence-based research partnerships with Proving Ground. An additional incentive will be available to support a resource coordinator to serve as a site leader to coordinate student and family services (health, mental health, integrated student supports, etc.).

Direct Student Services

What ESSA requires.

ESSA provides Ohio with the flexibility to set aside an additional 3 percent of Title I funding to support direct student services in geographically diverse districts with large numbers of schools identified for support. These funds would be distributed competitively and could be used for a variety of supports including personalized learning, credit recovery programs and access to advanced coursework.

What we heard. Some stakeholders have suggested not utilizing this flexibility, while other feedback has encouraged the use of innovative approaches especially since it can be targeted for strategic priorities such as access to advanced coursework in geographically diverse areas. The state will be required to maintain an approved list, with rigorous qualification requirements, of direct student service providers.

Our proposal in response to ESSA. This is a new flexibility available to states through ESSA. Ohio will utilize its flexibility option to reserve up to 3 percent of Title I funding to support direct student services. These funds will be targeted to districts with the highest percentage of schools identified for improvement to:

- Improve access to rigorous coursework at all grade levels including but not limited to Advanced Placement courses.
- Expand the number of students accessing accelerated coursework, particularly students in traditionally underrepresented student groups.
- Support development and delivery of transitional coursework to reduce college remediation rates and better prepare students for postsecondary education.
- Support early literacy initiatives.

Title I Schoolwide Waivers

What ESSA requires. Under ESSA, schoolwide programs continue to be a tool for leveraging Title I funds to improve academic achievement and implement a school improvement plan.

ESSA states that Ohio may permit school buildings receiving Title I Part A funds to operate schoolwide programs where 40 percent or more students are economically disadvantaged. Ohio may issue a waiver to permit school buildings below the 40 percent threshold to operate schoolwide programs under certain conditions.

In order to issue a waiver, states must consider “how a schoolwide program would best serve the needs of students in the school in improving academic achievement and other factors.” U.S. Department of Education guidance recommends that states “establish a process informed by feedback from the public and ensure schools receiving a waiver will operate a schoolwide program in a way that improves the academic achievement of students in the school that would otherwise be eligible to receive Title I services through a targeted assistance program.”

Our proposal in response to ESSA. Ohio will develop a process with stakeholder input that permits issuance of schoolwide waivers in instances where schools can demonstrate that economically disadvantaged students have previously made sufficient improvement under a schoolwide program.

Supporting Rural Schools

There is not a specific decision point for rural schools, but relevant stakeholders have emphasized the need to have a coherent approach to supporting rural schools which leverages the opportunities in ESSA to target strategies and resources. Ohio will support its rural schools through targeted and coordinated regional efforts. School improvement initiatives will be strengths-based and culturally sensitive to meet the unique needs of each district. Ohio will support rural education by:

- Developing partnerships in the Appalachian region of the state
- Designating a Rural Education Liaison in the Office of Improvement to coordinate school improvement initiatives
- Leveraging the Title I Direct Student Services set aside to target resources for advanced coursework for high need, rural students
- Leveraging the Title II set aside for professional development to support the needs of educators in rural schools
- Targeting 21st Century Learning Center grants to rural schools
- Providing technical assistance in selecting evidence-based improvement strategies

Dropout Prevention and Recovery

What ESSA requires. State accountability systems must identify and support schools that are struggling with graduation rates with all students, and with subgroups of students. Alternative schools, such as those that focus on dropout prevention, are permitted to have specialized or differentiated improvement strategies.

What we heard. Stakeholders continue to emphasize the needs of these students and the importance of coherent strategies to ensure that all students leave high school prepared for success.

Our proposal in response to ESSA. Graduating all students prepared for success is a critical piece of the vision for Ohio’s education system. Unfortunately, nearly 20 percent of the Ohio Class of 2015 failed to earn a high school diploma within four years of entering high school. Over time this graduation gap left Ohio with approximately 10 percent of its adult population aged 25 and over without a high school diploma or its equivalent.

The Department proposes multiple strategies to begin to close this gap and improve the graduation rate for Ohio students. Initiatives include:

- Expansion of the number of districts participating in the Student Success Dashboard pilot, which uses data to target students that are at-risk for dropping out.
- Leveraging the existing Alternative Education Challenge grants to improve outcomes for at-risk students including more aligned coordination with required school improvement plans.
- Using recommendations from the State Superintendent’s Dropout Prevention and Recovery Advisory Committee to develop a specifically-designed evidence-based improvement protocol for Ohio dropout recovery charter schools (referred to as “community schools” in Ohio) identified for comprehensive or targeted support.

English Learners (ELs)

What ESSA requires. ESSA places an increased emphasis on English Learners (ELs) including strong accountability requirements. ESSA requires Ohio to make several technical decisions regarding these strengthened accountability provisions and additional support mechanisms such as identification procedures.

What we heard. ELs are a growing population with diverse needs. Stakeholders emphasized these needs as part of an improvement structure that includes larger student and community needs. Stakeholders also pointed out that current N-size requirements exclude many ELs from their school's Gap Closing measurements.

Our proposal in response to ESSA. English Learners are a major emphasis in ESSA. These students represent a growing population with diverse needs. Currently, Ohio reports the academic achievement and graduation rates of ELs through its Gap Closing measures. Separately, Ohio reports on the English proficiency through AMAO reports. Ohio supports ELs through the Lau Resource Center. Ohio's plan reflects several decision points:

- An "EL Progress to English Proficiency" measure will be added to the Gap Closing component of the Report Card to measure these students' improvement towards proficient use of the English language. ELs' academic achievement will continue to be measured.
- With the N-Size adjustments, more ELs will be included in their respective schools' Gap Closing measure.
- Ohio will continue to utilize the option to continue the previous ESEA waiver flexibility which includes test scores of ELs in accountability only after they have been in the U.S. for two years, while requiring ELs to take all assessments from year 1 and include in growth measures.
- Ohio will include former ELs in the EL subgroup for accountability for four years after exiting the program.
- **Ohio's Entrance and Exit Procedures for English Learners**
 - **Entrance Procedures:** Ohio has a two-step process of ensuring proper identification of English Learners (ELs) during enrollment beginning with the utilization of the state-developed Home Language Survey. The survey is the primary tool used to identify language backgrounds other than English of all students. The second step is the use of English language proficiency screeners to measure proficiency in reading, writing, listening and speaking of students identified with language backgrounds other than English. A number of commercially developed EL screeners are currently available to Ohio districts and schools serving the needs of English Learners. Moreover, in school year 2017-2018, Ohio will introduce a new state-provided English Learner screener to help standardize the identification process. The new screener aligns with the Ohio English Language Proficiency Assessment (OELPA) and the Ohio English Language Proficiency Standard. Department staff are in the process of consulting with statewide and regional stakeholders in standardizing state EL entrance and exit procedures by improving the processing and authentication of the Home Language Survey and putting in place strategies to streamline and align commercially available screeners with the one developed by the state.
 - **Exit Criteria:** An EL student is reclassified (no longer an English Learner) when the student has attained a performance level of proficient on the OELPA. The test is composed of four domains: reading, writing, listening and speaking.

Nonpublic School Ombudsman

What ESSA requires. ESSA requires Ohio to create a Nonpublic School Ombudsman position within the Department to monitor and enforce compliance with equitable services provisions. This person is to serve as the primary point of contact for addressing questions and concerns from private school officials and local education agencies regarding the provision of equitable services.

What we heard. Stakeholders have emphasized the importance of this role, and suggest having the position in place to support consultations that take place in planning for the 2017-2018 school year.

Our proposal in response to ESSA. In accordance with requirements in ESSA the department will establish the position of Nonpublic School Ombudsman with the Office of Nonpublic School Options. The Ombudsman will:

- Ensure expenditures for educational services and other benefits provided for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.
- Ensure funds allocated to a local education agency for educational services and other benefits to eligible private school children are obligated in the fiscal year for which the funds are received.
- Ensure the timely notices of allocated funds to the private schools.
- Ensure the school districts and private schools engage in timely and meaningful consultation.
- Ensure the school districts maintain records and documentation of consultation and that the consultation is documented by a written affirmation.
- Resolve written complaints by private school officials.

Supporting Excellent Educators

What ESSA Requires. Continuing with the theme of flexibility, ESSA gives states more discretion in defining effective educators. Specifically, it:

- Eliminates the Highly Qualified Teacher requirement (that educators meet certain training, content and pedagogical expectations for licensure) requirement.
- Does away with the Elementary and Secondary Education Act (ESEA) flexibility waiver requirement that states have evaluation systems linked to student growth.
- Continues to require that all students have equitable access to quality teachers and leaders.
- Provides flexibility using Title II funding to provide poor and minority students with greater access to effective educators.
- Allows states and school districts to use new, evidence-based approaches for Title II, Part A, to attract, select, place, support, develop and retain excellent educators more effectively. This could include mentoring new educators, recruiting effective educators, implementing teacher leadership opportunities, enacting professional learning for principals and improving equitable access to effective teachers.

What we heard. Stakeholders expressed:

- Strong support for local educators—they understand the critical roles teachers and leaders play in helping students learn and grow.
- Differences on how best to evaluate the effectiveness of educators.
- Educators do not believe that the current evaluation system is working as it should. While there is some support for elements of the evaluation process, there is broad support for refinement to the system to make it simpler.
- There is concern on the part of educators related to the calculation of student growth and its inclusion in the evaluation system.
- There is broad support for providing resources to support all teachers, including those who are new or struggling, through professional development.

Our proposal in response to ESSA. In the short term, Ohio's state plan requires a description of our methods for ensuring that students have access to quality teachers and leaders. Our plan will be based on those elements currently in state law and our existing equity plan. Ohio will define equity through a newly defined measure of quality and the Ohio Teacher and Principal Evaluation Systems in our state plan. However, the freedom from prescriptive mandates gives the state the opportunity to reflect on our current system, have a larger conversation with stakeholders, and consider how we want to define effectiveness moving forward. A few efforts have been initiated to begin that conversation.

The State Superintendent has tasked the **Educator Standards Board (ESB)** with reviewing and identifying opportunities to improve the efficiency and effectiveness of the existing Ohio Teacher Evaluation System while addressing the complexities of teaching and learning and being attentive to educator accountability. The December 2016 and January 2017 ESB meetings were used for this purpose. Any and all findings will be reported to the state superintendent for additional consideration. This is an opportunity for reflection based on feedback from the ESB and the recent ESSA stakeholder meetings.

The **Ohio Educator Equity Lab** convened in December 2016 and nine representative district teams engaged with stakeholders to refine their newly developed local equitable access plans for FY17. At the convening, participants gave feedback on local equitable access planning requirements, such as data measures, which could be included in the ESSA plan and have potential to impact equitable access to excellent educators for all students in Ohio.

Ohio is committed to using all available dollars to support and expand our quality educator workforce.

Ohio will implement the **3 percent Title II set-aside** to support principal and teacher leadership development throughout all stages of educators' careers. This set-aside supports strategies focused on developing strong, effective principals and other school leaders especially in schools with large populations of poor, minority and students with disabilities.

One or more programs may be designed and piloted in upcoming years focused on training, induction, mentoring, coaching and professional development of principals, teachers and teacher leaders. Program design could include collaboration with various stakeholder workgroups. In some instances, the pilots may focus particularly on high-needs, turnaround schools, or typology focus. The programs would help to create a state-wide system of support for principals, teachers and teacher leaders in order to foster environments that nurture success of all students and ensure continuous professional development based on principal, teacher and teacher leader needs and aspirations across the course of their careers.

Supporting All Students: Well-Rounded and Supportive Education for Students

Title IV

What ESSA Requires. ESSA establishes a broad vision for schools emphasizing the importance of a well-rounded education for all students.

- Instead of continuing to fund nearly 50 separate grant programs, ESSA offers districts flexibility to configure student services and supports to meet specific local needs by consolidating grant programs into a single block grant under Title IV.
- In addition to collapsing programs into a single block grant, ESSA dramatically expands how funds can be used at the local level, organizing activities into three areas of focus: well-rounded education, health and safety, and technology.
- Like local districts, the Department has additional flexibility under ESSA around its use of Title IV funds to support state priorities.

What we heard.

- Stakeholders strongly support strategic, coordinated and well-aligned partnerships with community organizations and service providers.
- Stakeholders noted that a great deal more can be done to meet the holistic needs of students and families.
- Some said partnerships should not be mandated by the state, rather these partnerships should be locally developed.
- Stakeholders recommended that Ohio explore the opportunity to use school climate and student engagement surveys both as potential accountability measures and as a part of a comprehensive school improvement strategy.

Our proposal in response to ESSA.

- Using flexibility provided by Title IV, we propose to use Ohio's state share of Title IV to support access to rigorous coursework by helping to subsidize fees paid by economically disadvantaged students choosing to participate in Advanced Placement and International Baccalaureate examinations, STEM/Technology initiatives and school climate and safety resources.
- Ohio will partner with schools and districts to pilot the use of climate surveys. The results of these pilots will allow Ohio to explore the climate as an additional indicator of school quality and the use of climate surveys as part of a larger improvement strategy.
- Ohio will also continue to support the Ohio Center for P-20 Safety and Security. The Center focuses on school climate, safety, security and emergency management concerns in the K-12 and higher education environments, providing guidance and direction to promote physically safe and emotionally secure environments for students, educators and staff.
- Ohio will also continue implementation of the system of Positive Behavior Intervention and Supports through direct training and facilitation to districts and schools.

Vulnerable Students

What ESSA Requires. Some students face unique challenges that negatively impact their progress in school. New provisions included in ESSA highlight five specific groups of students that often require additional help and support. While the circumstances that create the barriers faced by these students may differ, students who are homeless, migrants, in foster care, involved with the juvenile justice system or are members of military families share many of the same challenges. ESSA includes provisions designed to address barriers associated with student transiency, instability and family crisis.

What we heard.

- When asked to identify "the most important issue facing our students and schools today," poverty and homelessness were the top issues participants identified.
- There is a lack of coordination for students who move between school districts and juvenile justice centers resulting in challenges and frustration.
- While not all of the student groups below were specifically mentioned by stakeholders, there was much discussion around the challenges in students' lives that are beyond the control of students, teachers, schools or districts.

What we propose.

Support for Military Families

Frequent moves experienced by military families create challenges with respect to transfer of records, graduation requirements, kindergarten entrance, adapting to changing curriculum and accessing specific programs and services necessary to meet students' unique educational needs.

- In an effort to better support children of military dependents, the Ohio Department of Education proposes to create the Ohio Network for Military Families. The Ohio Network for Military Families will serve as an online 'virtual' hub providing information and tools for families and connections to a range of student and family supports.
- The Ohio Department of Education will partner with the Wright-Patterson Air Force Base and the Ohio National Guard to connect with counselors, teachers, principals, superintendents and administrative office staff to inform and educate school staff on how to recognize challenges faced by military families and provide appropriate supports for Ohio's 'military kids.'
- Districts will also now report which students come from military families so that these students' academic growth can be monitored.

Support for Students in Foster Care

Ohio is committed to supporting the educational stability of students in foster care. Frequent moves and emotional and physical trauma can create challenges for students in foster care such as transportation to their school, immediate enrollment in a new school if in their best interest, and transfer of records to ensure appropriate scheduling and supports are in place.

- The Department and the Ohio Department of Job and Family Services (ODJFS) recently issued joint guidance to districts and child welfare agencies to support the unique needs of students in foster care.
- We will work with partners to provide training around enrollment, transfer of records, and class placement for students in foster care.
- The Department has hired a Community and Family Coordinator to ensure sustainable collaboration with the ODJFS and other state-level partners.

Migrant Students

Migrant students often have several gaps in their education resulting from lack of continuity. The most unique and significant challenge faced by migrant students is mobility. Migrant children miss school when their families move from one work site to another. Additionally, migrant students, particularly teens, often work or take care of their younger siblings instead of attending school out of economic necessity. Ohio will build on existing supports for students from migrant families.

- The Department will continue to work in collaboration with the Ohio Migrant Education Center to support the educational, health and social service needs of students from migrant families through health fairs, dental and vision screenings, data exchanges, and literacy and social supports for families.

Support for Students in the Juvenile Justice System (Title I Part D)

Students that move between traditional schools and juvenile justice facilities face many challenges, including delayed academic record transfer and limited access to specific programs and services necessary to meet students' unique educational needs. To implement provisions in ESSA, the Department will require all districts to:

- Identify a single point of contact for students in the juvenile justice system. This person will be responsible for communicating with local detention and other treatment facilities regarding student placement, assist in the transition of student records (including IEPs), transfer of credits and serve as a liaison between the district and the local juvenile court.
- Describe in their local plan the supports the district has in place for youth that transition from the juvenile justice system back to their home district.
- The Department will create the position of Correctional Education Consultant (CEC) to assist districts with these responsibilities.
- The Department will explore developing a new competitive grant to serve as a resource to help all identified local education agency personnel with development and implementation of transition plans and help close communication gaps between juvenile justice centers and local education agencies.

Homeless Students

ESSA has created a renewed focus for states on measuring and reporting the academic performance of some of our most vulnerable students, those who are homeless. These new requirements will give states and districts detailed information to determine whether students are receiving the support necessary to be successful.

- Historically, the McKinney-Vento Homeless Children and Youth Program has guided the work to ensure that homeless children have equal access to the same high-quality educational opportunities as non-homeless children and youth. Ohio will invite applications for the FY2018 McKinney-Vento competitive grant. The one-year grant period allows time for Ohio to realign the grant priorities to better align with changes ushered in by ESSA. Grants awarded as a result of the FY2019 competition are expected to cover a three-year period.

The Ohio Department of Education, in partnership with the Ohio Balance of State Continuum of Care, was recently awarded a \$2.2 million Youth Homelessness Demonstration Program (YHDP) federal grant through the Department of Housing and Urban Development. This grant will help communities analyze their current response to youth homelessness, assess their commitment to innovation, and build new and stronger relationships with local stakeholders.

Federal Grant Programs

21st Century Community Learning Center

What ESSA requires. ESSA maintains the 21st Century Community Learning Center grant program and recognizes the program as an important contributor to meeting students' needs by providing enrichment opportunities during non-school hours for children. This program is targeted at students who attend high-poverty and low-performing schools, and is focused on providing additional support for academic standards.

What we heard. ESSA stakeholder feedback supports the 21st Century Community Learning Center as a valuable resource. Educators describe this program as providing essential opportunities to support student achievement outside the school day. Stakeholders saw the continuation of this grant as a chance to more closely align these programs with school and district improvement plans.

What we propose. The Ohio Department of Education will not hold a new 21st Century Community Learning Center grant competition for FY2018. All continuing grantees will be renewed per their regular schedule. Current grantees who are in their final award years (years 3 and 5) will submit documentation for the grant closeout process in October 2017. While the allocation for FY2018 has yet to be finalized we will fund \$23,765,380.49 for FY2018 for 140 grantees.

Consolidated Comprehensive Competitive Grant System

What ESSA requires. ESSA allows districts to consolidate eligible federal funds and state and local education funding in order to create a single school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students.

Districts can consolidate and use Title I and other federal, state and local funds for schoolwide Title I programs in schools serving a school attendance area where not less than 40 percent of the children are from low-income families, or where 40 percent of the children enrolled are from such families.

What we heard. Stakeholders strongly support the ability of school districts to make decisions based on local needs and coordinate multiple programs and sources of funding.

What we propose. Ohio is exploring the concept of building a comprehensive consolidated competitive grant application system. For the school year (SY) 2017-2018 Ohio will design and begin building such a system to align all competitive grant programs to the priorities of the state's ESSA plan. In SY 2018-2019, the comprehensive consolidated competitive grant system will provide eligible grantees with a single application containing potential federal and state competitive education grant opportunities to select which align to the school and/or district's needs assessment and improvement plans. This comprehensive system will streamline the competitive grant process and allow the state and its subgrantees to leverage resources, align individual program funds to district and school needs and provide a comprehensive process to using competitive grant funds to meet specific grant requirements. Furthermore, the consolidated competitive grant system will assist the state and districts in removing program silos and award funds in a more coordinated manner.

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From: Thawley, Roanna
Sent: Monday, February 6, 2017 12:18 PM
To: Thawley, Roanna
Subject: REMINDER: DEADLINE EXTENDED Co-Sponsor Request: Public Sector Right-to-Work

Current co-sponsors are Representatives Hood, Brinkman, Dean, Thompson, Vitale, Goodman, Riedel, Roegner, Merrin, Antani, Zeltwanger, and Keller. If you would like to join, please note the deadline is TODAY at 5 PM.

****REMINDER: Deadline extended to Monday, February 6, 2017 @ 5 PM.****



Representative John Becker
Ohio's 65th House District

MEMORANDUM

To: GOP House Members
From: Representative John Becker
Date: February 6, 2017
RE: Co-Sponsor Request: Public Sector Right-to-Work

I will soon be reintroducing a public sector right-to-work bill. This bill was previously introduced in the 131st General Assembly as HB 583.

There is a national trend of states moving to implement right-to-work laws. With Kentucky being the 27th state to continue that trend, it's time Ohio steps up to the plate. All of Ohio's neighboring states, with the exception of Pennsylvania, have right-to-work laws on the books.

This legislation:

- Provides public sector workers the choice to opt out of union representation and dues.
- Allows non-union employees to voluntarily make financial contributions to a union.
- Protects unions from the requirement of representing non-union employees.
- Appropriates \$30,000 in fiscal year 17 for pamphlets and brochures.

If you would like to co-sponsor this legislation or have any questions, please contact Roanna Thawley at (614) 466-8134 or Roanna.Thawley@ohiohouse.gov. The deadline to co-sponsor is COB, **Monday, February 6, 2017**. Thank you for your consideration.

Roanna Thawley

Legislative Aide

State Representative John Becker | Ohio House District 65
77 S. High Street, 12th Floor | Columbus, OH 43215
(614) 466-8134
roanna.thawley@ohiohouse.gov

From: Baker, Dan
Sent: Tuesday, February 7, 2017 5:07 PM
To: GOP_All
Subject: FW: Main operating budget bill
Attachments: 132_LB_0001_2.pdf

Attached is an electronic copy of the Governor's proposed budget bill. This proposal will be introduced tomorrow in non-voting session. Once it is introduced it will be publicly available on the Legislature's website.

Because this has not been formally introduced the actual version may have different formatting but includes the same content.

As the House policy is to limit paper use and this document is 3512 pages please do not print individual copies.

Please let me know if you have any questions.

Thanks,

Dan

From: Westlake, Libby
Sent: Tuesday, February 14, 2017 8:56 AM
To: Henson, Libby
Subject: E-Clips for 2/14/2017

HOUSE E-CLIPS

2/14/2017



LOBBYIST PUSHING INTERSTATE CONNECTING TOLEDO, COLUMBUS

A transportation lobbyist says he hopes the Trump administration's promise to invest billions on infrastructure could revive long dormant plans to build an interstate between Toledo and Columbus.



HOUSE SPEAKER UNHAPPY THAT AMBITIOUS LARRY HOUSEHOLDER WANTS OFF COMMITTEES

A lawmaker trying to resign from his recently approved committee assignments is unusual, especially for a freshman.

KASICH TO GIVE STATE OF STATE IN HOME OF ROLLER COASTERS AND MERRY-GO-ROUNDS

With an up-and-down record of success dealing with his fellow Republicans in the Ohio legislature, perhaps it's appropriate that Gov. John Kasich deliver his annual State of the State speech near the Roller Coaster Capital of the World.

YOUR RIGHT TO KNOW: DRUG-DEATH RECORDS WOULD BE SECRET

The administration of Gov. John Kasich is out to add exemption (gg) to the Ohio public records act.

THE DAILY BRIEFING: FORMER CONGRESSMAN, STATE LAWMAKER FORM LOBBYING FIRM

A former congressman, the former state tax commissioner and the former No. 2 leader of the Ohio House have teamed up to form a new lobbying and consulting firm.



WHAT DO YOU WANT GOV. KASICH TO FOCUS ON IN 2017?

Once again, Ohio Gov. John Kasich is taking his annual State of the State address to the General Assembly on the road, and this time he is asking lawmakers to travel to Sandusky for the event on April 4.

THE PLAIN DEALER

JOSH MANDEL, GEARING UP FOR 2018 SENATE RUN, HAS RECRUITED CAMPAIGN LEADERS IN ALL 88 OHIO COUNTIES

State Treasurer Josh Mandel, who continues to assemble an early-developing campaign operation for U.S. Senate in 2018, on Monday announced the names of campaign leaders in all 88 Ohio counties.

LEARN HOW MUCH A NEW COLLEGE SAVINGS PROPOSAL IN OHIO COULD SAVE YOU

A proposal introduced in Ohio Senate last month could sharply increase state income tax savings for some people contributing to 529 Ohio college saving plans.

'RIGHT-TO-WORK' BILL INTRODUCED IN OHIO HOUSE

Legislation that would make Ohio a "right-to-work" state is back, but it's unclear how far the controversial measure will go after voters rejected a prior effort to scale back public union bargaining rights.

THAT TIME PRESIDENT DONALD TRUMP CRASHED A LINDNER'S WEDDING: OHIO POLITICS ROUNDUP

Youngstown is off for President Donald Trump. Sandusky is on for Gov. John Kasich. And Cliff Rosenberger finds a not-so-subtle way to show there's only one Ohio House speaker at a time.

THE ENQUIRER

HOW YOUNG IS TOO YOUNG? 36,000 ELEMENTARY SCHOOL SUSPENSIONS

Ohio schools dole out up to 36,000 suspensions to elementary students each year – a number that stunned a Republican lawmaker into seeking a ban on many suspensions and expulsions.

THE BLADE

One of America's Great Newspapers

SENATORS' REGISTRY BILL MOVES FORWARD

Under a bill about to be introduced, Ohio would join five states that require certain offenders with violent pasts to register their whereabouts, much as sex offenders are required to do.

KASICH LOOKS TO DELIVER 2017 ADDRESS IN SANDUSKY

Sandusky had wanted Gov. John Kasich to deliver his final State of the State address as part of the city's bicentennial celebration in 2018, but it's more than happy to welcome him a year early.

From: Sagraves, Ali
Sent: Tuesday, February 14, 2017 12:31 PM
To: Sagraves, Ali
Subject: Ohio House Rules & Reference Committee Reports - February 14
Attachments: CongratsReport2-14-17.pdf; ReferralReport2-14-17.pdf;
RulesReport2-14-17.pdf

Good afternoon,

Attached please find the reports approved during today's House Rules and Reference committee, including the Rules Report which lists the bills scheduled for third consideration on the calendar for tomorrow's session.

Sincerely,

Ali Sagraves

Special Assistant to the Clerk/Committee Clerk

Ohio House of Representatives

1 Capitol Square

Columbus, Ohio 43215

614-466-3300

Ali.Sagraves@ohiohouse.gov



Rules and Reference Committee

Congratulatory Report

February 14, 2017

Representative Colebrezze reported for the Rules and Reference committee recommending that the following House Resolutions be read by title only and approved:

H. R. No. 36 - Representative Johnson, T.
Honoring Dinaleigh Baxter as the 2017 Miss Ohio USA.

H. R. No. 37 - Representative Hood
Honoring D.J. Dodd as a UPMAC National Champion.

Clifford A. Rosenberger, Chair



Rules and Reference Committee

Speaker Clifford A. Rosenberger, Chair

Referral Report

February 14, 2017

Representative Celebrezze reported for the Rules and Reference committee recommending that the following House Bills and Senate Bill be considered for the second time and referred to the following committees for consideration:

H. B. No. 39 – Representatives Arndt, Gavarone

To authorize certain townships to require the removal of snow and ice from sidewalks abutting property.

To the committee on State and Local Government

H. B. No. 40 – Representatives Dever, Greenspan

To require the Treasurer of State to establish the Ohio State Government Expenditure Database.

To the committee on State and Local Government

H. B. No. 41 – Representative Peland

To modify the law concerning challenges to voter registrations, the appointment of observers, and the procedures for processing absent voter's ballots and for casting absent voter's ballots in person.

To the committee on Government Accountability and Oversight

H. B. No. 42 – Representatives Sprague, DeVitis

To prohibit the installation of unsafe used tires on certain motor vehicles.

To the committee on Economic Development, Commerce, and Labor

H. B. No. 43 – Representative DeVitis

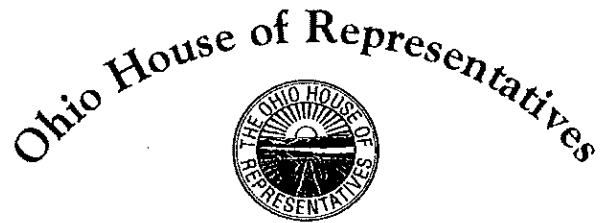
To designate the portion of State Route 93 in New Franklin as the "PFC Burt "Rusty" Miller Memorial Highway."

To the committee on Transportation and Public Safety

H. B. No. 44 – Representative Patmon

To designate May 24 as First Responders' Appreciation Day.

To the committee on State and Local Government



H. B. No. 45 – Representative Sprague

To designate May as "Neurofibromatosis Awareness Month."

To the committee on Health

H. B. No. 46 – Representative Sprague

To modify the qualifications regarding notes eligible for investment of county inactive moneys and money in the public library fund.

To the committee on Financial Institutions, Housing, and Urban Development

H. B. No. 47 – Representative Boccieri

To enact the "Students to Soldiers Support Act (S3A)" regarding the participation of students who are serving in the uniformed services in extracurricular activities at public and nonpublic schools and public and private colleges.

To the committee on Education and Career Readiness

H. B. No. 48 – Representative Schaffer

To prohibit a war relic that is located on public property or on the property of a cemetery association from being sold or otherwise disposed of, or destroyed, relocated, removed, altered, or otherwise disturbed, except under certain circumstances.

To the committee on Criminal Justice

H. B. No. 49 – Representative Smith, R.

To make operating appropriations for the biennium beginning July 1, 2017, and ending June 30, 2019, and to provide authorization and conditions for the operation of state programs.

To the committee on Finance

H. B. No. 50 – Representative Schaffer

To establish requirements for electronic benefit transfer cards issued under the Supplemental Nutrition Assistance Program.

To the committee on Community and Family Advancement

H. B. No. 51 – Representative Faber

To require standing committees of the General Assembly to establish a schedule for the periodic review and sunset of state departments that are currently in the Governor's cabinet, and to require that Auditor of State performance audits be scheduled to coincide with the periodic review.

To the committee on State and Local Government

H. B. No. 52 – Representative Rezabek

To regulate the solicitation of certain deeds.

To the committee on Civil Justice



H. B. No. 53 – Representative Becker

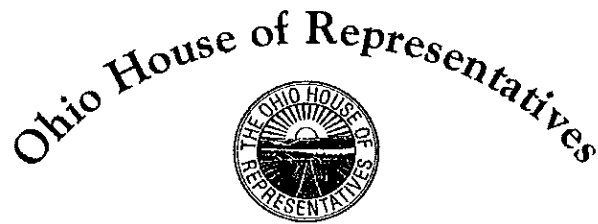
To remove any requirement under the Public Employees Collective Bargaining Law that public employees join or pay dues to any employee organization, to prohibit public employers from requiring public employees to join or pay dues to any employee organization, to prohibit an employee organization from being required to represent public employees who are not members of the employee organization, and to make an appropriation.

To the committee on Finance

Am. S. B. No. 22 – Senator Peterson

To expressly incorporate changes in the Internal Revenue Code since February 14, 2016, into Ohio law.

To the committee on Ways and Means



Rules and Reference Committee

Speaker Clifford A. Rosenberger, Chair

Rules Report

The House Rules and Reference committee met on Tuesday, February 14, 2017, at 12:00 p.m.

The following matters, being properly before the committee and pursuant to House Rule 66, were scheduled for third consideration on the House calendar in the order indicated below for the date indicated below.

Wednesday, February 15, 2017

Am. H.B. No. 4 Cupp, Rogers, et al. – To provide that in determining the amount of cocaine for trafficking and possession offenses, it also includes a compound, mixture, preparation, or substance containing cocaine, and to declare an emergency.

H.B. No. 11 Scherer, et al. – To expressly incorporate changes in the Internal Revenue Code since February 14, 2016, into Ohio law.

H.B. No. 32 Seitz, et al. – To specify that the criminal penalty related to casino operators and employees participating in casino gaming applies at their casino facility or an affiliated casino facility.

From: Best, Carolyn
Sent: Tuesday, February 14, 2017 2:26 PM
To: Sarko, Alyssa; Clegg, Brennan; Yapple, Tyler; Webb, Evan
CC: Miller, Brad
Subject: Gaggle Talking Points
Attachments: 2.15_Gaggle Talking Points.docx

Hi everyone,

Please see attached gaggle talking points for tomorrow.

Thanks!

Carolyn Best

Director of Communications
Office of Speaker Clifford A. Rosenberger
Ohio House of Representatives
77 S. High Street, Columbus, Ohio 43215
Office Phone: 614.644.1739
Cell Phone: 740.815.9635



Ohio House Republican Caucus

Communications Department

GAGGLE TALKING POINTS
(SPEAKER ROSENBERGER)
FEBRUARY 15, 2017

Last week, Rep. Householder asked to be taken off a few committees, have you decided yet if you'll grant his request?

- I think it's a little unusual to make this request so early in the General Assembly.
- It is disappointing, but I will be discussing this further with our committee chairs to gauge their thoughts and if we can find replacements.

Thoughts on the Governor's announcement asking for the State of the State to be Sandusky?

- The governor's announcement is certainly good news and I support hosting the State of the State in Sandusky with the governor and the Senate.
- Of course this has to be approved by the legislature, so I look forward to talking to my friends in the House and Senate regarding the resolution.
- But that being said, Sandusky is a great place, with a very rich, welcoming community. I know my colleague Rep. Steve Arndt is excited about the prospect and I'm happy to learn more about his home district.

Recently Candice Keller announced that she is introducing legislation regarding Sanctuary Cities in Ohio.

- It is obviously an issue that garners a lot of opinions on both sides of the aisle.
- I know Rep. Keller cares about this issue and is working on legislation
- Once something is actually introduced, I'll be better able to talk about my views on it. And at that time, we will discuss what steps we want to take with the caucus.

Democrats recently held a press conference to highlight legislation that would make Ohio a "sanctuary state." Thoughts on that proposal?

- I don't think the legislation is appropriate, nor is it something that our caucus, or the majority of Ohioans, would support
- I don't think Ohio should send the message that we are a state that essentially thumbs our nose at federal immigration laws

Rep. Ramos also called for the Speaker not to hold a single hearing on Rep. Keller's bill. Have you given that any consideration?

- Again, that bill hasn't even been introduced yet, so that language isn't available
- But we will discuss these issues with the caucus and make our determinations on the outcome of those discussions, as well as the feelings of the committee chair

Rep. Kathleen Clyde has introduced legislation (HB 14) that would automatically register Ohioans to vote. Is this a proposal your caucus would consider?

- We will certainly review the legislation, but I'm not sure the proposal will have much support
- For perspective, there are only six other states that have adopted similar legislation
- Ohio just adopted online voter registration at the beginning of this year
- As opposed to what some Democrats like to say, Ohio is very accommodating to people wanting to register and vote

Rep. Becker has introduced "Right to Work" legislation—where is the caucus at on that?

- It's definitely something a lot of members in our caucus care about
- Discuss with the caucus

Rep. Anielski plans on introducing Payday Lending legislation... is that something the caucus plans on tackling?

- I haven't seen any language yet so we will see
- I understand the reasoning behind possible legislation and I look forward to talking with the caucus about what they are hearing from interested parties and their constituents.

There's been some pushback regarding the governor's tax plan in the budget... specifically that is it just shifting taxes... is this something the caucus is looking at for their budget proposal?

- Well I know Chairman Smith is working through the budget with fellow Finance Committee members.
- That issue has come up and we'll be discussing this part of the budget in detail.
- My main priority is ensuring that businesses can thrive and are not bogged down by burdensome red tape and taxes.
- We'll be talking with businesses about this and see where we want to go with our budget bill.

The democrats have also said that the budget doesn't do enough in combatting the drug epidemic... what are your thoughts?

- There is no one solution to fixing this issue.

- We do have to look at treatment now more than ever. Our caucus has taken the lead on better monitoring prescription drugs and that has really made a difference.
- But now we have to worry about the prevalence of fentanyl, which mixed with heroin is killing people.
- We have to educate kids early and often, as AG DeWine talked about last week.
- So we will of course be talking about what can be done in our communities as far as the budget goes. I know Rep. Smith and Rep. Sprague have a good handle on the issue and will be able to offer valuable insight.

The Pastor Protection Act is moving quickly through committee—is that something we can expect to be coming to the floor soon?

- This bill has received the same level of attention and scrutiny that any other bill would.
- Committee chairs have the freedom to run committees how they see fit and I trust Chairman Ginter to run a thorough vetting process.
- Since this bill passed out of committee during the last General Assembly and most members are familiar with this issue, Chairman Ginter decided to go ahead with hearings on the bill.
- This is of course an issue that will require input from all members of the caucus and it is something we will continue to discuss.

Do you have an idea of what your main legislative priorities will be?

- I think our focus will be on legislative themes, most of which I talked about in my Opening Day speech.
- We will be focusing on long-term goals, **promoting business growth and cutting down on government bureaucracy.**
- I also think our standing committees show our support for **career readiness along with workforce development**
- **Energy standards** should be dependent on market trends, using an “all of the above” approach to the energy industry.
- I can say that our priority bills will not necessary be 1-10—but they will be based on Caucus goals
- *As you can see from today, strengthening our legal system to properly charge individuals who are putting drugs, like cocaine, on our streets is a big priority.*
- *We are fighting this drug issue from every angle we can.*

From: Clegg, Brennan
Sent: Tuesday, February 14, 2017 3:08 PM
To: Best, Carolyn; Sarko, Alyssa; Yapple, Tyler; Webb, Evan
CC: Miller, Brad
Subject: RE: Gaggle Talking Points

Got it. Thanks!

From: Best, Carolyn
Sent: Tuesday, February 14, 2017 2:26 PM
To: Sarko, Alyssa ; Clegg, Brennan ; Yapple, Tyler ; Webb, Evan
Cc: Miller, Brad
Subject: Gaggle Talking Points

Hi everyone,

Please see attached gaggle talking points for tomorrow.

Thanks!

Carolyn Best
Director of Communications
Office of Speaker Clifford A. Rosenberger
Ohio House of Representatives
77 S. High Street, Columbus, Ohio 43215
Office Phone: 614.644.1739
Cell Phone: 740.815.9635

From: Westlake, Libby
Sent: Wednesday, February 15, 2017 8:49 AM
To: Henson, Libby
Subject: E-Clips for 2/15/2017

HOUSE E-CLIPS

2/15/2017

The Columbus Dispatch
Ohio's Greatest Online Newspaper

ARE LOCAL RESOURCES ENOUGH TO COMBAT OHIO'S OPIOID EPIDEMIC?

Roger T. Winemiller lost his sister to a heroin overdose the night before Easter last year.

TRUMP MAY SHRINK EPA, BUT EFFECTS IN OHIO TO BE DELAYED

President Donald Trump's first few weeks have left Washington disoriented and environmentalists worried.

OHIO HOUSE DEMS SAY GOP TAX CUTS AREN'T WORKING

House Democrats say Ohioans need to wake up and realize the Republican tax plans passed over the past decade have not been working to create jobs.

MOST VOCATIONAL SCHOOLS WOULD LOSE FUNDING UNDER KASICH PROPOSAL

Like Ohio's libraries and K-12 school districts, vocational schools soon could be feeling the squeeze of Ohio's tightening purse strings.

LATEST STUDY: OHIO-STYLE MEDICAID MAY SAVE \$1B A YEAR

Even if your eyes glaze at the mere mention of Medicaid, this might widen your peepers: Ohio's revamped setup is saving taxpayers \$1 billion annually — and the amount is growing.

OHIO NURSES WANT LAW LIMITING NURSE-PATIENT RATIOS

Arguing that hospitals put patient care at risk by overworking essential front-line caregivers, nurses across Ohio are pushing lawmakers to limit the number of patients for whom they are responsible.

EDUCATION INSIDER: SOME IN COLUMBUS SCHOOLS DATA-RIGGING SCANDAL YET TO BE PUNISHED

Will the state Department of Education ever discipline dozens of Columbus City Schools principals and other administrators who participated in the district's data scandal?

THE DAILY BRIEFING: ROB SECAUR NEW EXECUTIVE DIRECTOR OF OHIO GOP

The Ohio Republican Party has a new person in charge of the day-to-day operations.

THE DAILY BRIEFING: JOANNA SAUL HIRED AS PLANNED PARENTHOOD STATE LEGISLATIVE LIAISON

Joanna Saul has a new job with Planned Parenthood of Greater Ohio as vice president of government affairs and public advocacy.

Dayton Daily News
www.daytondailynews.com

2 REASONS ONE DEMOCRAT SAYS 'OHIO IS GOING IN A TERRIBLE DIRECTION'

Ohio Democratic Party Chairman David Pepper will visit Butler County tonight to talk about the upcoming statewide political cycle.

WEST CHESTER WEIGHS IN ON OHIO'S 'RIGHT-TO-WORK' LEGISLATION

West Chester Twp. trustees say it would be great if Ohio turned into a "right to work" state, because then the township wouldn't have to.

THE PLAIN DEALER

TALK IT OUT: SHOULD OHIO BECOME A 'RIGHT TO WORK' STATE?

Legislation has been introduced for a second time that would allow Ohio to join the growing ranks of states limiting union membership and collective bargaining. The measure was placed before state lawmakers Monday.

CURSIVE HANDWRITING BACK IN SCHOOLS? SOME LEGISLATORS WANT TO REQUIRE IT

Some state legislators have renewed efforts from two years ago to bring cursive handwriting back to Ohio's elementary schools.

JOSH MANDEL'S SENATE CAMPAIGN NAMES PORTAGE COUNTY CHAIRWOMAN - BUT IT'S NEWS TO HER

Senate candidate Josh Mandel's announcement that he had recruited campaign chairs in each of Ohio's 88 counties caught at least one person by surprise: Janet Esposito, the woman he listed as leading the charge for him in Portage County.

OHIO TEACHERS WOULD HAVE TO JOB SHADOW AT A BUSINESS TO RENEW LICENSES UNDER GOV. JOHN KASICH'S BUDGET

Ohio teachers would have to job shadow someone in a local business to renew their licenses under a provision in Gov. John Kasich's state budget proposal.

SUPERINTENDENTS: CUT STATE TESTS, END AS AND FS ON STATE REPORT CARDS

The state should stop grading schools and school districts with A through F grades, while also cutting the amount of state tests and making sure the tests help teachers teach students better, a group of local superintendents says.

ED FITZGERALD STILL HAS MONEY IN HIS CAMPAIGN ACCOUNT. HERE'S HOW HE HAS BEEN SPENDING IT

Ed FitzGerald, the former Cuyahoga County executive who has kept out of the public eye since an unsuccessful bid for governor more than two years ago, continues to draw from a campaign account that started 2017 with a balance of nearly \$85,000.

STATE IS IGNORING THE PUBLIC'S WISHES IN ITS ESSA PLAN, 10 LOCAL SUPERINTENDENTS SAY

A group of local superintendents and other educators questioned Monday the Ohio Department of Education's avoidance of any real changes the public sought in its proposed state education plan under the federal Every Student Succeeds Act (ESSA).

BID TO BAN OHIO SANCTUARY CITIES A CRAVEN POLITICAL PLOY: EDITORIAL

What does it mean to be a sanctuary city? To Ohio Treasurer Josh Mandel, it seems, nothing more nor less than another stepping stone to higher office.

THE ENQUIRER

KASICH: TEACHERS SHOULD JOB SHADOW WITH BUSINESSES TO RENEW LICENSES

Teachers would have to complete "externships" – essentially, a high-level job shadow – with a local business to renew their licenses under a provision in Gov. John Kasich's budget proposal.

JOHN KASICH WOULD BLOCK ACCESS TO HEROIN DEATH REVIEWS

Gov. John Kasich's budget would give counties a new way to review drug overdose deaths, but many components of those investigations into Ohio's drug epidemic could be shielded from public view.

OHIO DEMS HUNGRY FOR 2018 WIN, BUT IN LIMBO ON GOVERNOR'S RACE

Ohio Democrats have no shortage of "maybes" lining up for the 2018 governor's race, with a dozen candidates pondering a bid.

THE BLADE One of America's Great Newspapers

MANDEL LISTS CAMPAIGN LEADERS FOR SENATE BID

Republican Senate candidate Josh Mandel has named campaign chairmen for his planned 2018 U.S. Senate run in every county.

SECAUR NAMED GOP EXECUTIVE DIRECTOR

Ohio Republican Chairman Jane Timken appointed Rob Secaur as the state party's new executive director.

From: Miller, Brad

Sent: Wednesday, February 15, 2017 3:47 PM

To: Dittoe, Michael; Kasych, Shawn; Best, Carolyn; Lenzo, Mike; Baker, Dan; Blessing, Heather; Lundregan, Scott; Sarko, Alyssa; Yapple, Tyler; Kerns, Emily; Cooper, Drew

Subject: Speaker gaggle - February 15, 2017

Attachments: 02.15.17_Speaker_Gaggle.pdf; 02.15.17_Speaker_Gaggle_audio.m4a

Hi all,

Transcript and audio from today's Speaker's gaggle are attached.

Thanks,

Brad Miller

Deputy Communications Director / Press Secretary

Office of Speaker Clifford Rosenberger

Ohio House of Representatives

(614) 466-8759

From: Policy Matters Ohio

Sent: Thursday, February 16, 2017 2:36 PM

To: Sarko, Alyssa

Subject: Press statement: Nomination of Acosta for Secretary of Labor a likely improvement

Policy Matters Ohio



For immediate release
Contact Hannah Halbert
614.397.6080

Nomination of Acosta for Secretary of Labor a likely improvement **Vetting needed, but new nominee appears friendlier to workers**

After the failed nomination of Andrew Puzder for Secretary of Labor, the Trump administration put forward Alexander Acosta, dean of the Florida International University College of Law and former assistant attorney general for the Civil Rights Division under President George W. Bush. Policy Matters Ohio sees this move as a step in the right direction for working people.

"Rigorous vetting is still needed but unlike Puzder, Acosta does not appear to be a nominee bent on dismantling the institution he is set to lead," said Hannah Halbert, researcher with Policy Matters Ohio. "The Department of Labor must be dedicated to welfare and safety of wage-earners. Not their bosses."

Ohioans value worker rights. The state overwhelmingly voted down laws that sought to restrict collective bargaining and voted in support of a state constitutional amendment that increased and indexed the minimum wage. As hearings begin, working people of Ohio will want to know where Acosta stands on these issues. Policy Matters will look for evidence that Acosta will work for safe and healthy workplaces, more and better jobs, and a better life for working people in Ohio and the United States.

[Read press statement online](#)

###

*Policy Matters Ohio is a nonprofit, nonpartisan state policy research institute
with offices in Cleveland and Columbus.*



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Policy Matters Ohio, Columbus, 43215, Cleveland, OH 44114

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Sent by cjohnson@policymattersohio.org in collaboration with



Try it free today

From: Miller, Josh
Sent: Friday, February 17, 2017 4:12 PM
To: Members_All; Staff_All
Subject: Co-sponsor Request: Private Sector Right to Work



Tom Brinkman, Jr.
State Representative, 27th District
MEMORANDUM

To: All House Members
From: Representative Tom Brinkman, Jr.
Date: February 17th, 2017

RE: Private Sector Right to Work

I will soon be introducing Private Sector Right to Work legislation. Our neighboring states of Michigan, Kentucky, West Virginia, and Indiana have passed Right to Work, and it is long overdue here in Ohio.

This important bill will help make Ohio businesses more competitive and prosperous by eliminating forced union dues and memberships. **No one should be forced to pay a union to get or keep a job.**

If you are interested in co-sponsoring please contact my legislative aide Josh Miller at 614-644-6886 or Josh.Miller@ohiohouse.gov by the close of business on March 3rd.

Thank you,

Tom Brinkman, Jr.
Ohio House of Representatives

District 27

From: Best, Carolyn
Sent: Tuesday, February 21, 2017 9:28 PM
To: Clegg, Brennan; Sarko, Alyssa; Yapple, Tyler; Webb, Evan
CC: Miller, Brad
Subject: Gaggle Talking Points
Attachments: 2.21_Gaggle Talking Points.docx

Gaggle talking points attached.

Carolyn Best

Director of Communications
Office of Speaker Clifford A. Rosenberger
Ohio House of Representatives
77 S. High Street, Columbus, Ohio 43215
Office Phone: 614.644.1739
Cell Phone: 740.815.9635



Ohio House Republican Caucus

Communications Department

GAGGLE TALKING POINTS
(SPEAKER ROSENBERGER)
FEBRUARY 22, 2017

The House voted to approve the Governor's request regarding hosting the State of the State in Sandusky—clearly the caucus was supportive of this?

- The governor's announcement is good news and I support hosting the State of the State in Sandusky with the governor and the Senate.
- Sandusky is a great place, with a very rich, welcoming community. I know my colleague Rep. Steve Arndt is excited about the prospect and I'm happy to learn more about his home district.

Last week, Rep Anielski announced that she would not be pursuing payday lending legislation in order to focus on other policy areas—what are your thoughts on this? Are any other legislators going to take up the issue?

- I know Rep. Anielski wanted to focus her efforts on suicide prevention, which is a very personal and important issue to her.
- I understand the reasoning behind possible legislation and I look forward to talking with the caucus about what they are hearing from interested parties and their constituents.
- Members can introduce legislation whenever they choose. If a member decides to take this issue up, we will go from there. It is certainly possibly someone could introduce something.

Recently Candice Keller announced that she is introducing legislation regarding Sanctuary Cities in Ohio.

- It is obviously an issue that garners a lot of opinions on both sides of the aisle.
- I know Rep. Keller cares about this issue and is working on legislation—as far as I know, there's not language yet.
- Once something is actually introduced, I'll be better able to talk about my views on it. And at that time, we will discuss what steps we want to take with the caucus.

The Pastor Protection Act is moving quickly through committee—is that something we can expect to be coming to the floor soon? (Is there a reason it wasn't on the floor today?)

- This bill has received the same level of attention and scrutiny that any other bill would.
- Committee chairs have the freedom to run committees how they see fit and I trust Chairman Ginter to run a thorough vetting process.
- This is of course an issue that will require input from all members of the caucus and it is something we will continue to discuss.
- We just want to make sure members are comfortable with the bill before we vote on it and I think at this point, members want to continue discussing it.

Legislators have introduced "Right to Work" legislation—where is the caucus at on that?

- It's definitely something a lot of members in our caucus care about
- Discuss with the caucus

Rep. Kathleen Clyde has introduced legislation (HB 14) that would automatically register Ohioans to vote. Is this a proposal your caucus would consider?

- We will certainly review the legislation, but I'm not sure the proposal will have much support
- For perspective, there are only six other states that have adopted similar legislation
- Ohio just adopted online voter registration at the beginning of this year
- As opposed to what some Democrats like to say, Ohio is very accommodating to people wanting to register and vote

There's been some pushback regarding the governor's tax plan in the budget... specifically that is it just shifting taxes... is this something the caucus is looking at for their budget proposal?

- Well I know Chairman Smith is working through the budget with fellow Finance Committee members.
- That issue has come up and we'll be discussing this part of the budget in detail.
- My main priority is ensuring that businesses can thrive and are not bogged down by burdensome red tape and taxes.
- We'll be talking with businesses about this and see where we want to go with our budget bill.

The democrats have also said that the budget doesn't do enough in combatting the drug epidemic... what are your thoughts?

- There is no one solution to fixing this issue.
- We do have to look at treatment now more than ever. Our caucus has taken the lead on better monitoring prescription drugs and that has really made a difference.
- But now we have to worry about the prevalence of fentanyl, which mixed with heroin is killing people.

- We have to educate kids early and often, as AG DeWine talked about recently
- So we will of course be talking about what can be done in our communities as far as the budget goes. I know Rep. Smith and Rep. Sprague have a good handle on the issue and will be able to offer valuable insight.

Do you have an idea of what your main legislative priorities will be?

- I think our focus will be on legislative themes, most of which I talked about in my Opening Day speech.
- We will be focusing on long-term goals, **promoting business growth and cutting down on government bureaucracy.**
- I also think our standing committees show our support for **career readiness along with workforce development**
- **Energy standards** should be dependent on market trends, using an “all of the above” approach to the energy industry.
- I can say that our priority bills will not necessary be 1-10—but they will be based on Caucus goals

From: Clegg, Brennan
Sent: Tuesday, February 21, 2017 9:35 PM
To: Best, Carolyn
CC: Sarko, Alyssa; Yapple, Tyler; Webb, Evan; Miller, Brad
Subject: Re: Gaggle Talking Points

Thanks!

Sent from my iPhone

On Feb 21, 2017, at 9:27 PM, Best, Carolyn <Carolyn.Best@ohiohouse.gov> wrote:

Gaggle talking points attached.
Carolyn Best
Director of Communications
Office of Speaker Clifford A. Rosenberger
Ohio House of Representatives
77 S. High Street, Columbus, Ohio 43215
Office Phone: 614.644.1739
Cell Phone: 740.815.9635

From: Blessing, Heather
Sent: Friday, February 24, 2017 10:15 AM
To: 'commission@clintoncountyohio.us'; 'grovesdl@clintoncountyohio.us'
Subject: Response to questions re: capital budget process
Attachments: Cap_Improvement Guide_SB310.pdf

Dear Commissioner Steed, Commissioner Woods, and Commissioner Haley:

In follow-up to our meeting on Wednesday, Feb. 22, I relayed your general questions concerning the capital budget process to our legislative liaison with the Ohio Dept. of Natural Resources (ODNR), who received the below responses (in bold) from the ODNR Office of Real Estate.

- 1) If some or all of the capital appropriation is not used by June 20, 2018, what happens to the appropriation?

If the project is in contract with a state purchase order in place, the project is not affected by the end of the biennium. The purchase order remains open until the project is completed. If, at the end of the biennium, the project has not yet been encumbered via executed contract and purchase order, ODNR alerts OBM as to the project's unencumbered status. Traditionally these projects are added to the new capital budget as reappropriated projects.

- (2) The capital budget application states "Because of time constraints associated with Tax Exempt State Bonds, Participants are strongly encouraged to complete projects by the end of the current biennium, June 30th, 2018." Does "complete project" mean that all purchases are made by the end of the biennium, all construction/building is completed by the end of the biennium, or something else?

ODNR strongly encourages project sponsors to complete their projects by the end of the biennium. Since awarded money is placed in the biennium budget for spending during that biennium, the intent is to reimburse the awardee in full by the end of the biennium. For various reasons this does not always happen, but it is definitely the goal. Awarded projects are funded through the sale of tax exempt bonds, and once the bonds are sold, OBM likes for the funds to be disbursed promptly to reduce arbitrage expenses (unspent bond monies will eventually incur something called arbitrage – a sort of interest penalty). ODNR provides disbursement projections to OBM, which they use to

determine the amount and time of bond sales. When our capital funds disbursements do not match our projections it is problematic for OBM. If there are specific questions about arbitrage, please contact OBM.

- (1) Does the requirement to “complete projects by the end of the current biennium” mean that all requests for reimbursement must be submitted by June 30, 2018 as well? Or may a party submit such requests after June 20, 2018 so long as the project itself is completed?

A awarded recipient may submit reimbursement requests after June 30th, 2018. All expenditures must be made during the term of the state-local contract, or amended (extended) contract.

- (2) In follow-up to #4, on p. 21 of the capital budget guidance document, it states “Reimbursement must be made within 18 months of date of original expenditure, or within 18 months of a clear placed-in-service date, provided no more than 3 years from date of original expenditure.” Does this timeline mean the agency must make such reimbursements within those timelines, or the recipient must submit the request for reimbursement must be made within those timelines? Would it be correct, based on p. 21, to say that reimbursement shall be made within 45 days and 18 months?

‘Original expenditure’ means expenditure by the awarded recipient. Reimbursement requests should not be submitted for expenditures made well into the past, outside of this time line. If all required reimbursement materials are provided by the awarded recipient and approved, we reimburse within 45 days.

Additional information on the ODNR capital budget process may be found in the attached “Guide to Capital Improvement Community Recreation Projects” (attached and available at <http://realestate.ohiodnr.gov/capital-projects>). This guide was originally provided to the Fair Board in August 2016 after the S.B. 310 (the capital budget bill) became effective.

Beyond these general questions regarding the process, I am restricted under state ethics law from providing legal guidance. As such, with regards to specific questions regarding the contract and reimbursement process between ODNR and the Fair Board, I would advise the Fair Board and the Board of Commissioners to consult with their legal counsel and to contact Mary Fitch, Recreation Services Director, ODNR Division of Real Estate, at (614) 265-6477, mary.fitch@dnr.state.oh.us (her contact information is on p. 2 of the “attached “Guide to Capital Improvement Community Recreation Projects.”

Please contact me if you have need of additional information regarding the general capital budget process or the general status of the capital budget appropriation. For reference purposes, the project is referenced p. 28 of S.B. 310 (131st GA) as "Clinton County Agricultural Facility Improvements," under ODNR as the funding agency, Fund 7035 (Local Parks Projects), Line Item C725E2, for \$250,000 (see: <https://www.legislature.ohio.gov/legislation/legislation-summary?id=GA131-SB-310>).

Sincerely,
Heather Blessing

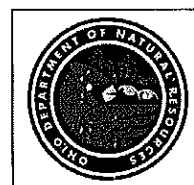
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**Guide to
CAPITAL IMPROVEMENT
Community Recreation Projects**

S.B. 310

Ohio Department of Natural Resources



SAMPLE AWARD LETTER

Congratulations on your Capital Improvement award for a Community Recreation Project in the amount of _____, appropriated by the 131st General Assembly through Senate Bill 310. The Ohio Department of Natural Resources (ODNR) Office of Real Estate & Land Management (REALM) is responsible for administering these appropriations.

ODNR will work with the Participant (you) to successfully complete your Capital Improvement Community Recreation Project in compliance with Tax Exempt State Bond requirements. The following sequential steps will be followed:

1. Section One (pages 2-10) of the enclosed *Guide to Capital Improvement Community Recreation Projects* contains several forms that must be completed, as well as a few requested documents. This information is needed to assure that the project and the Participant meet Tax Exempt State Bond eligibility requirements. Please send all completed Section One forms and documents to ODNR at your earliest convenience. ODNR will review your submittal and contact you if there are any questions. A fillable *Guide to Capital Improvement Community Recreation Projects* is available @ <http://ohiodnr.gov/realestate>.
2. Upon approval of the Project Information File, ODNR will send the Participant a state – local contract for the project. The Participant signs this state-local contract and returns it to the ODNR Office of REALM.
3. After receipt of the signed contract, ODNR will submit a request to the State Controlling Board for approval of release of funds for the project. This will take several weeks. Upon State Controlling Board approval, the state-local project contract will be executed. The Participant will receive a copy. The Participant may then request partial advance of funds to begin the project.
4. Upon significant project progress, the Participant may submit reimbursement requests to the ODNR Office of REALM. These documented expenditures will be counted against any advance already issued. After the amount of an advance is met, reimbursements for properly documented expenditures will be made until the granted amount has been completely reimbursed. Because of time constraints associated with Tax Exempt State Bonds, Participants are strongly encouraged to complete projects by the end of the current biennium, June 30th, 2018.

In the near future you will receive a follow up letter containing a sample of the state - local project contract. This will allow time for you and your legal counsel to review the terms of the contract prior to signature phase. If you have any questions please do not hesitate to contact me at (614) 265-6477.

Sincerely,

Mary Fitch
Recreation Services Administrator
mary.fitch@dnr.state.oh.us

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SECTION ONE

PROJECT INFORMATION FILE

Forms and requested materials (maps, etc.) on pages 2-10 comprise the 'project information package'. Please complete these forms and send all completed forms and requested materials to the address below. This is the first step in the project coordination process.

Mary Fitch
ODNR
Office of Real Estate
2045 Morse Road, E2
Columbus, Ohio 43229-6693

☐

BASIC INFORMATION

1. Awarded Project Sponsor: _____
2. Address, including zip code: _____
3. Tax Identification Number: _____
4. Telephone Number: _____
5. Contact Person & Title: _____
6. Email: _____
7. Telephone Number: _____
8. Brief Description of Project: _____

☐

PROJECT ELIGIBILITY

Capital Improvement Community Recreation Projects must, when complete, provide new or improved recreation opportunities to the public. Please describe how the proposed SB 310 project meets this requirement.

☐

ATTENTION NON PROFIT PROJECT SPONSORS

Nonprofit sponsors of Community Recreation Projects located on land owned or leased (min. 15 years) by the nonprofit must provide an executed lease or joint/cooperative use agreement with a governmental agency for that agency's use of, and right to use, the funded project. Please review the following excerpt from SB 310:

SECTION 509.150. REQUIREMENTS RELATING TO NON-STATE OWNERSHIP OF CERTAIN FINANCED PROJECTS

(A) No capital improvement appropriations made in this act from the Mental Health Facilities Improvement Fund (Fund 7033) or from the Parks and Recreation Improvement Fund (Fund 7035) shall be released for planning or for improvement, renovation, or construction or acquisition of capital facilities if a governmental agency, as defined in section 154.01 of the Revised Code, does not own the real property that constitutes the capital facilities or on which the capital facilities are or will be located. This restriction does not apply in any of the following circumstances:

(1) The governmental agency has a long-term (at least fifteen years) lease of, or other interest (such as an easement) in, the real property.

(2) In the case of an appropriation for capital facilities that, because of their unique nature or location, will be owned or be part of facilities owned by a separate nonprofit organization and made available to the governmental agency for its use or operated by the nonprofit organization under contract with the governmental agency, the nonprofit organization either owns or has a long-term (at least fifteen years) lease of the real property or other capital facility to be improved, renovated, constructed, or acquired and has entered into a joint or cooperative use agreement, with and approved by the governmental agency for that agency's use of and right to use the capital facilities to be financed and, if applicable, improved, the value of such use or right to use being, as determined by the parties, reasonably related to the amount of the appropriation.

(B) In the case of capital facilities referred to in division (A)(2) of this section, the joint or cooperative use agreement shall include, as a minimum, provisions that:

(1) Specify the extent and nature of that joint or cooperative use, extending for not fewer than fifteen years, with the value of such use or right to use to be, as determined by the parties and approved by the approving department, reasonably related to the amount of the appropriation;

(2) Provide for pro rata reimbursement to the state should the arrangement for joint or cooperative use by a governmental agency be terminated; and

(3) Provide that procedures to be followed during the capital improvement process will comply with appropriate applicable state statutes and rules, including the provisions of this act.

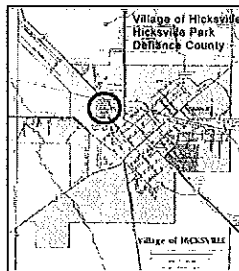
An executed joint or cooperative use agreement is required **before** the State - Local Contract can be issued to a nonprofit project sponsor. The agreement must meet **SECTION 509.150** requirements (see page 3). See pages 41-43 for an optional Joint Use Agreement template. With your Section One Project Information File (*if applicable*), please enclose a draft of your Joint Use Agreement, for ODNR approval. If you have questions please call the ODNR contact on page two.

Agency name and contact information for your joint/cooperative use government agency partner:



SITE VICINITY MAP

Please submit a map that clearly locates the project in relation to nearby streets, highways, and towns. Be sure to indicate north on the map.



Example



PROPOSED PLAN FOR SITE

Please submit a *to scale* site plan showing all proposed development that will be a part of the Community Recreation Project. If additional future improvements are planned, but are not proposed as a part of this SB 310 project, please indicate as FUTURE on the plan. Please be sure to label existing facilities as existing and show the property lines.



EVIDENCE OF OWNERSHIP

A complete copy of the deed of the property to be developed, or a minimum 15-year non-revocable lease is a required submittal for development projects. (The lease must expire no earlier than 15 years after project closeout.)

All proposed land acquisition projects must include a signed sales contract or notarized INTENT TO SELL letter from the current property owner of record.